

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Public Access Theses and Dissertations from the
College of Education and Human Sciences

Education and Human Sciences, College of (CEHS)

5-2017

TEACHER IDENTITY DEVELOPMENT: A COLLECTIVE CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE PRE-SERVICE TEACHERS LEARNING TO TEACH IN AN INDONESIAN UNIVERSITY TEACHER EDUCATION PROGRAM

Dwi Riyanti

University of Nebraska-Lincoln, dw_riyanti@yahoo.com

Follow this and additional works at: <http://digitalcommons.unl.edu/cehsdiss>



Part of the [Other Teacher Education and Professional Development Commons](#)

Riyanti, Dwi, "TEACHER IDENTITY DEVELOPMENT: A COLLECTIVE CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE PRE-SERVICE TEACHERS LEARNING TO TEACH IN AN INDONESIAN UNIVERSITY TEACHER EDUCATION PROGRAM" (2017). *Public Access Theses and Dissertations from the College of Education and Human Sciences*. 289.
<http://digitalcommons.unl.edu/cehsdiss/289>

This Article is brought to you for free and open access by the Education and Human Sciences, College of (CEHS) at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Public Access Theses and Dissertations from the College of Education and Human Sciences by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

TEACHER IDENTITY DEVELOPMENT: A COLLECTIVE CASE STUDY OF
ENGLISH AS A FOREIGN LANGUAGE PRE-SERVICE TEACHERS LEARNING
TO TEACH IN AN INDONESIAN UNIVERSITY TEACHER EDUCATION
PROGRAM

by

Dwi Riyanti

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Educational Studies

(Teaching, Curriculum, and Learning)

Under the Supervision of Professor Loukia K. Sarroub

Lincoln, Nebraska

May, 2017

TEACHER IDENTITY DEVELOPMENT: A COLLECTIVE CASE STUDY OF
ENGLISH AS A FOREIGN LANGUAGE PRE-SERVICE TEACHERS LEARNING
TO TEACH IN AN INDONESIAN UNIVERSITY TEACHER EDUCATION
PROGRAM

Dwi Riyanti, Ph.D.

University of Nebraska, 2017

Advisor: Loukia K. Sarroub

The purpose of this study is to examine how English as a foreign language pre-service teachers develop their identities through the process of learning to teach in a university microteaching class and a student teaching practicum within a multilingual Indonesian context. A sociocultural theoretical lens incorporating activity theory as well as a positioning theory lens emphasizing discursive positionality were used as frameworks for this study. A key factor in examining pre-service teachers' experiences in both university and school contexts is understanding how these settings contribute to their identity development as English teachers.

Utilizing a qualitative multi-case study methodology, data were obtained from several sources, including classroom observations of both practica; individual in-depth interviews with six focal participants, six cooperating teachers, and three university instructors; a focus group discussion with four focal participants; and an analysis of classroom artifacts and pedagogical documents, such as participants' lesson plans, English curriculum, and student teaching reports. All data were first analyzed based on an

activity theory framework in order to identify interrelating components and tensions in each teaching context. In the second round of analysis, data were compared and contrasted to locate emerging themes in participants' identity development. In order to obtain vivid depictions of identity enactment, data from classroom observations were analyzed based on Gee's (2014b) discourse analysis tools.

Study findings indicate mismatches between university and school expectations in regard to English language teaching and learning. An examination of data across all six cases reveals that EFL pre-service teachers' identities evolved from regimented to more flexible as they completed practica in two settings. Participants' identity enactments were manifested through several elements, including their use of multiple languages and methods for coping with students.

Based on these findings, the study recommends that Indonesian policymakers narrow the gap between university and school teaching practica through consistency of communication. Suggestions for further research include additional examinations of pre-service teachers' identities through acquiring university instructors' and cooperating teachers' perspectives in Indonesia; longitudinal studies exploring identity throughout the duration of teachers' education programs; and, intervention efforts aimed at nurturing pre-service teachers' identities.

DEDICATION

This dissertation is dedicated to my mother who values education as a way of opening the mind despite being uneducated herself.

ACKNOWLEDGEMENTS

First and foremost, my deepest gratitude goes to Allah, the Almighty God who has granted me His countless blessings and bestowed upon me the strength and health to be able to complete my study. I also wish to thank my mother and father, whose priceless love and support laid the strong foundation required for this achievement.

I would like to extend my sincere gratitude to my advisor, Dr. Loukia K. Sarroub, for her excellent guidance, care, patience, and support. She provided constructive feedback and invaluable insights on my dissertation, and I am truly indebted to her for her dedication and time devoted to the completion of my study. I am deeply thankful to my committee members, Dr. Jenelle Reeves, Dr. John Raible, Dr. Lauren Gatti, and Dr. Maria Isabel Velásquez for their rich perspectives, guidance, and expertise in assisting me in my dissertation project. Special thanks go to my dissertation readers, Dr. Jenelle Reeves and Dr. Lauren Gatti for thoroughly reviewing my dissertation draft prior to my defense.

I am also grateful to all my research participants for their willingness to share their perspectives and experiences leading me to a better understanding of the complexities of learning to teach English as foreign language and the development of EFL teachers' identities in Indonesian contexts. I also want to thank all my colleagues, friends, and relatives for their constant prayers and support during my Ph.D. journey. Special thank also goes to Katie McWain who helped me with copyediting my dissertation.

Finally, my heartfelt thanks go to my husband for his love, patience, sacrifice, and support. I thank him for allowing me to travel far to pursue my academic goals and for

always cheering me up with his wisdom when I felt down. I also thank my best friend, who patiently listens to my endless complaints and motivates me to keep striving despite hurdles I encountered on doctoral journey. To both of them, I extend my gratitude and appreciation.

TABLE OF CONTENTS

LIST OF TABLES	ix
LIST OF FIGURES.....	xii
CHAPTER 1 INTRODUCTION	1
The Necessity of Understanding Pre-service Language Teacher Identities.....	2
Purpose Statement and Research Questions.....	4
Motivation and Rationale for the Study.....	5
The Context of the Study.....	6
The Status of English Language in Indonesia.....	8
English Language Teaching in Indonesia	11
The Need for Research on English Teachers' Identities in Indonesia	14
The Significance of the Study.....	17
Defining Key Terms	19
Organization of the Dissertation	22
CHAPTER 2 LITERATURE REVIEW AND THEORETICAL FRAMEWORK	23
Identity as Complex and Multidimensional.....	23
Defining Teacher Identities.....	28
Factors Influencing the Construction of Teacher Identity.....	32
The Teaching Practicum as a Site for Identity Construction	34
Research on EFL Pre-service Teacher Identity in Non-English Speaking Countries	36
Research on EFL Pre-service Teacher Identity in Indonesian Contexts	39
Research Approaches Related to Pre-service Language Teacher Identity	41

Theoretical Framework for Research on English Language Teacher Identity ...	44
Theoretical Framework Informing the Current Study	48
Sociocultural Theories	49
Activity Theory	51
Positioning Theory	56
Research Gaps and Conclusion.....	58
CHAPTER 3 RESEARCH METHODOLOGY.....	60
Rational for Qualitative Research	61
Rational for Qualitative Case Study	62
Research Sites and Participants	65
Sample Selection Procedure	67
Data Collection Methods	71
Classroom Observations	72
Interviews	75
Focus Group Discussion	77
Document and Artifact Analysis	77
Data Analysis	78
Ethical Consideration	83
Qualitative Validity and Trustworthiness	84
Researcher Positionality	86
CHAPTER 4. FINDINGS.....	89
Case One – Adi, the Authoritative and Caring teacher	90

Case Two – Ema, the Getting Done Teacher	123
Case Three – Prita, the Building Relationship Oriented Teacher.....	158
Case Four – Puput, the Well-Adjusted Teacher.....	185
Case Five – Tamara, the Confident but Struggling Teacher.....	213
Case Six – Yani, the Authoritative but Patient Teacher	245
CHAPTER 5 DISCUSSION.....	276
Complexities of Learning to Teach in a University Setting	276
Pre-service Teachers Instructional Activity Systems in a University Setting	278
The Utilization of Mediating Tools and Artifacts in Microteaching	280
Tensions within Learning to Teach in a University Setting	282
Identity Construction and Enactment within Microteaching Class.....	284
Interrelating Components within Microteaching Activity Systems Shape	
Identity Enactment	285
Tensions within Activity System Shape Identity Enactment	287
Multiple Identities are Enacted Through Multiple Languages.....	288
Identity through Choice of Clothing	293
Complexities of Learning to Teach in School Settings	295
Pre-service Teachers' Instruction Activity Systems in School Settings	297
The Utilization of Mediating Tools and Artifacts in School Settings	297
Tensions in Student Teaching Instructional Activity Systems	304
Identity Construction and Enactment within Student Teaching Contexts.....	306
Identity Enactment through Language in Use	309
Identity Enactment through Physical Appearance	312

The Evolution of Pre-service Teachers' Identities	313
Student Teaching and Its Effects on Identity Development	316
Final Thoughts on the Cross-case Analysis	318
CHAPTER 6 CONCLUSION	322
Summary of the Findings	324
Implications of the Study	335
Limitations of the Study	337
Areas for Further Study	339
REFERENCES	341
APPENDICES	
Appendix A. List of Courses in the English Teacher Education Program.....	354
Appendix B. Classroom Observation Protocol	355
Appendix C. Interview Protocol in the Microteaching Setting.....	356
Appendix D. Interview Protocol in Student Teaching Contexts	357
Appendix E. Cross-check Interview Questions	358
Appendix F. Interview Protocol for Cooperating Teachers	359
Appendix G. Interview Protocol for Teacher Educators	360
Appendix H. Focus Group Discussion Questions	361
Appendix I. Informed Consent Form for Pilot Study	362
Appendix J. Informed Consent Form for Follow-Up Study	364
Appendix K. Informed Consent Form for Cooperating Teachers	366
Appendix L. Informed Consent Form for Teacher Educators	368

LIST OF TABLES

Table	Title	Page
Table 3.1	Demographic Profiles of School Sites	67
Table 3.2	Sampling Distribution and Demographic Profiles of Pilot Study Participants	69
Table 3.3	Sampling Distribution and Demographic Profiles of Follow up Study Participants	70
Table 3.4	Data Collection and Time Frame	72
Table 3.5	Pilot Study Observation Demographics.....	73
Table 3.6	Microteaching Observation Demographics	74
Table 3.7	Student Teaching Observation Demographics	75
Table 3.8	Summary of Research Participants' Information and Obtained Data	78
Table 4.1	Adi's Language Use in School Classrooms and Its Possible Functions	112
Table 4.2	Ema's Language Use in School Classrooms and Its Possible Functions	147
Table 4.3	Prita's Language Use in School Classrooms and Its Possible Functions	177
Table 4.4	Puput's Language Use in School Classrooms and Its Possible Functions	204
Table 4.5	Tamara's Language Use in School Classrooms and Its Possible Functions	234
Table 4.6	Yani's Language Use in School Classrooms and Its Possible	

	Functions	267
Table 5.1	Pre-service Teachers' Views of their Identity as Teachers in Microteaching Classes	314
Table 5.2	Pre-Service Teachers' Views of the Ideal Teaching Selves after Student Teaching	316

LIST OF FIGURES

Figure	Title	Page
Figure 1.1	Three Concentric Circles.....	9
Figure 2.1	Diagram for Doing Identity Work	29
Figure 2.2	University and School Contexts as Interrelated Activity Systems ...	52
Figure 3.1	Management and Analysis of Data Sample in MaxQDA Program....	81
Figure 4.1	Configuration and Tensions in Adi's Microteaching Activity System	93
Figure 4.2	Configuration and Tensions in Adi's Student Teaching Activity System	98
Figure 4.3	The Enactment of Adi's Teacher Identities in both University and School Settings	119
Figure 4.4	Configuration and Tensions in Ema's Microteaching Activity System	126
Figure 4.5	Configuration and Tensions in Ema's Student Teaching Activity System	131
Figure 4.6	The Enactment of Ema's Teacher Identities in both University and School Settings	153
Figure 4.7	Configuration and Tensions in Prita's Microteaching Activity System	159
Figure 4.8	Configuration and Tensions in Prita's Student Teaching Activity System	164
Figure 4.9	The Enactment of Prita's Teacher Identities in both University and School Settings	181

Figure 4.10	Configuration and Tensions in Puput's Microteaching Activity	
	System	187
Figure 4.11	Configuration and Tensions in Puput's Student Teaching Activity	
	System	192
Figure 4.12	The Enactment of Puput's Teacher Identities in both University and	
	School Settings	211
Figure 4.13	Configuration and Tensions in Tamara's Microteaching Activity	
	System	215
Figure 4.14	Configuration and Tensions in Tamara's Student Teaching Activity	
	System	220
Figure 4.15	The Enactment of Tamara's Teacher Identity in both University and	
	School Settings	241
Figure 4.16	Configuration and Tensions in Yani's Microteaching Activity	
	System	247
Figure 4.17	Configuration and Tensions in Yani's Student Teaching Activity	
	System	251
Figure 4.18	The Enactment of Yani's Teacher Identity in both University and	
	School Settings	271
Figure 5.1	Interrelating Factors Shaping the Construction and the Evolution of	
	Pre-service Teachers' Identities	320

CHAPTER 1

INTRODUCTION

Teacher identity, a concept elaborated later in this dissertation, has gained much attention from researchers in the field of teaching and teacher education in the last two decades. Because teachers are not neutral players in the classroom (Varghese, Morgan, Johnston, & Johnson, 2005), their sense of identity affects how they behave and teach. Danielewicz (2001), building on this idea, argues that “what makes a good teacher is not methodology, or even ideology. It requires engagement with identity, the way individuals conceive of themselves, that teaching is a state of being, not merely ways of acting or behaving” (p.3). This suggests that identity is part of what shapes a teacher and thus an important aspect of professional development.

Just as identity construction and development is a lifelong process (Reeves, 2017), teacher identity is influenced by multiple factors, including personal and professional experiences as well as current teaching contexts (Olsen, 2008). The study reported here discusses a similar phenomenon by which teaching contexts shape teacher identity development. Specifically, it focuses on the identity development of English as a foreign language (EFL) pre-service teachers as they learn to teach in two different settings as part of a teacher education program. As will become evident, pre-service teachers develop teacher identities as they confront difficult decisions about how to teach and what to teach when institutional settings are not fully aligned with one another.

Identity development has become an increasingly important area of study in the field of teacher education. With the shift from positivism to an interpretive paradigm for understanding the complexities of teachers’ mental lives and teaching processes

(Johnson, 2006), identity development has been viewed as an important component in the process of learning to teach (Alsup, 2006; Britzman, 2003; Clarke, 2008; Danielewicz, 2001; Friesen & Besley, 2013; Izadinia, 2013). According to Britzman (2003), learning to teach is “the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become” (p. 31). As Sumara & Luce-Kapler, (2001) also put it, “becoming a teacher involves more than transposing teaching skills onto an established personal identity: it means including the identity ‘teacher’ in one’s life” (p. 65). Thus, as a key component of the process of becoming a teacher, teacher identity is considered an integral aspect of teacher learning (Britzman, 2003; Tsui, 2011).

The Necessity of Understanding Pre-service Language Teachers’ Identities

Along with this growing interest in the general field of teacher education, teacher identity has also been viewed as an important concept within language teacher education and teacher learning (Barcelos, 2017; Freeman, 2009; Martel & Wang, 2014; Miller, 2009). This is partly because understanding who language teachers are provides insight into how language teaching is carried out, as Varghese et al. (2005) explained: “[I]n order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them” (p. 22). Understanding language teachers’ identities is then a crucial part of understanding who these teachers are, what they do, and why. These insights are especially important due to the unique relationship between language teachers and the subject they teach (Nunan, 2017). Nunan (2017) further asserts:

Language teachers have a unique relationship to their subject because it is both the medium and the content of instruction. Identifying oneself, or being identified by others, as a less than competent user of the language they are teaching can pose professional challenges that are somewhat different from those faced by, say, a teacher of Mathematics, who is teaching the subject in a language other than her first” (pp. 165-166).

Furthermore, with the number of language teachers, especially English language teachers, increasing worldwide as a result of the globalization of English, including in EFL settings, “the issue of language teacher identity is particularly salient for the teacher who is not a native of the second or foreign language being taught” (Nunan, 2017, p. 165). Since most English teachers across the globe are non-native speakers who teach non-native speaking students (Braine, 2010), understanding how prospective English teachers develop their identities through English teacher preparation programs in their own contexts can shed light on the complexities of learning to teach in non-English speaking settings. While some research has been conducted on the identity of pre-service English teachers in non-English-speaking countries (e.g., Afrianto, 2015; Atay & Ece, 2009; Clarke, 2008; Dang, 2013; He & Lin, 2013; Kuswandono, 2013; Lim, 2011; Trent, 2010, 2013), little is known about how EFL pre-service teachers construct and develop their teacher identity in EFL and multilingual settings. Of the aforementioned studies, only two (Afrianto, 2015; Kuswandono, 2013) have focused on the identity development of EFL pre-service teachers in EFL and multilingual settings. Considering the importance of teacher identity in the process of learning to teach, research on how pre-service English teachers develop across the globe becomes important in understanding how

different contexts shape the identity development of future teachers. This research, in turn, can provide insights for teacher educators to help facilitate pre-service teachers' professional growth (Izadinia, 2013; Lerseth, 2013; Olsen, 2008).

Purpose Statement and Research Questions

The purpose of my study is to explore how EFL pre-service teachers in an Indonesian university teacher education program develop identities as they learn to teach in two different settings. Specifically, I explore pre-service teachers' conceptualizations of themselves as future English teachers in order to gain insight into their development of identity over two teaching practica. I also investigate how their conceptualization of teacher identity is manifested in the classroom by observing their teaching practices. Using a qualitative case study design, I aim to answer the following primary research question: How do microteaching and student teaching experiences shape the development of teacher identities among pre-service EFL teachers in an Indonesian teacher education context? More specifically, I seek to answer the following sub-questions:

1. How do EFL pre-service teachers learn to teach through microteaching and student teaching practica?
 - a. What tools do they utilize in each context?
 - b. What tensions and contradictions do they encounter in the process of learning to teach in different settings?
2. How do EFL pre-service teachers position themselves and become positioned by others in their interactions with both microteaching peers and classroom students?
 - a. What social languages do the student teachers use to position themselves in relation to their peers and their students?

- b. How do they wish to be perceived or positioned by others?
3. How do EFL pre-service teachers' identities evolve as they learn to teach in university and school contexts?

Motivation and Rationale for the Study

My interest in studying pre-service EFL teachers in an Indonesian university context arose for two main reasons. First, as an English teacher educator in an EFL setting myself, I am eager to understand how pre-service EFL teachers develop professionally, especially how they construct identities as they begin their journey to becoming English teachers. The insights from this exploration will be useful for me in my future career, whereby I can better help pre-service teachers navigate their identity development. For example, based on study findings I may be able to design curriculum to help cultivate student teachers' professional identity. In addition, my understanding of the complexities pre-service teachers encounter while learning to teach in this setting may shape the way I educate future pre-service teachers in my own context.

Secondly, this study supports my goal of finding solutions to existing problems related to English education in Indonesian contexts. While English language education plays an important role in the Indonesian education system, problems related to students' low English proficiency are prevalent and often linked to the low quality of teaching (Dardjowidjojo, 2000; Marcellino, 2008). Since improving the quality of education, including teaching, is currently one of the Indonesian government's agenda items, I want to participate actively through my research. While this study focuses on a small group of pre-service teachers and their experiences, it can nevertheless provide useful insights for teacher educators and policymakers about the larger process of teacher education. For

example, teacher educators can better help pre-service teachers evolve professionally by nurturing their identity development, as these educators understand the complexities that individual candidates face in the process of learning to teach. In a similar vein, policymakers may use findings from this study as a consideration in determining effective programs for improving the quality of teachers by considering who the teacher candidates are. On a wider scale, my study is also important in extending the research on how EFL teachers in EFL settings receive education and develop their identities as teachers. Given the important role that context plays in the development of teacher identity, I discuss the context of my research and the importance of studying pre-service teachers within particular contexts in the following section.

The Context of the Study

In terms of national and geographical context, the study takes place in Indonesia, an archipelago with over 13,000 islands stretching along the equator line between Southeast Asia and Australia (Paauw, 2009). It is the fourth most populated country in the world, with a population of around 259 million in 2016 (*Population Reference Bureau*, 2016). The distribution of the population, however, is not equal from one island to another. Java Island, where the capital of Indonesia is located, is the most populated, with about half of the nation's total population residing there. As home to over a thousand ethnic groups (Murtisari, 2015), Indonesia is also ethnically and culturally diverse, with further diversity represented in religions and languages. While Islam is the most common religion, other faiths, such as Christianity, Hinduism, and Buddhism are officially acknowledged. This diversity is reflected in Indonesia's motto, *Bhineka Tunggal Ika* which means "unity in diversity" (Nababan, 1991). *Bahasa Indonesia* or

Indonesian is the national language, uniting people from diverse backgrounds into one nation (Lamb & Coleman, 2008), and was declared as the state language in the 1945 constitution (Nababan, 1991).

Historically, Indonesia was colonized by the Dutch for around 350 years, before proclaiming its independence on August 17, 1945. In terms of national development, Indonesia was fully established as a republic on August 17, 1950 (Dardjowidjojo, 2000). Education, including foreign language teaching, began to receive the Indonesian government's attention soon afterward. English was thus chosen as the first foreign language in secondary schools nationwide (Dardjowidjojo, 2000). While this might have been due to the fact that English was taught in schools during the era of Dutch colonization, it was also influenced by the language's global status. Even today, English is still the only foreign language taught as a compulsory subject in Indonesian junior and senior high schools (Dardjowidjojo, 2000; Lauder, 2008; Yulia, 2014). While other foreign languages are offered, including Arabic, French, German, Japanese, and more recently, Chinese (Dardjowidjojo, 2000; Lauder, 2008), these serve solely as elective subjects.

Although English was taught during Dutch colonization, it was considered a school subject restricted to academic purposes (Sugiharto, 2015). Based on Dutch policy, few Indonesians attended school during the colonial period, since education was intended only for Dutch and selected Indonesian officials' children (Lauder, 2008). Unlike neighboring Malaysia and Singapore, who adopted colonial English as one of their official languages after obtaining independence from Britain, Indonesia disregarded its colonial language after gaining independence. This was partly due to the negative

sentiment associated with 350 years of Dutch colonization in the country. Since the Dutch kept the majority of Indonesians illiterate to prevent them from rebelling, this period of colonization was known as a dark era (Lauder, 2008). Furthermore, the fact that the Dutch language did not hold a special status as either an international language or a “lingua franca, common language” (Crystal, 2003, p. 11) was another factor leading the Indonesian government to exclude Dutch from its national education system (Dardjowidjojo, 2000; Lauder, 2008).

The Status of the English Language in Indonesia

While the spread of English outside Britain was initially linked to the history of British colonialization (Motha, 2014; Pennycook, 2001), English has now reached countries never colonized by Britain. The embedded power of English as an international language, as part of the legacy of imperialism in a post-colonial era (Motha, 2014), has apparently contributed to the rise of English as a global language. The widespread use of English in international trade, politics, education, and media (Crystal, 1997, 2003; Lauder, 2008) has continually attracted people around the world to learn and speak the language, including Indonesians. As a country that was never colonialized by British in the past, Indonesia historically did not see the importance of English in daily interaction for its people. Yet because English is considered the language of power, or what Motha (2014) calls the language of the Empire, Indonesia regards English as an important language to be learned. The role of English in Indonesia becomes clearer in the context of English as a global language (Crystal, 1997, 2003; Nunan, 2003), especially in light of Kachru's (1996) conceptualization of the geographic and historical spread of English.

According to Kachru (1996), the functions of English worldwide can be grouped

into three concentric circles: inner, outer, and expanding as shown in Figure 1.1.

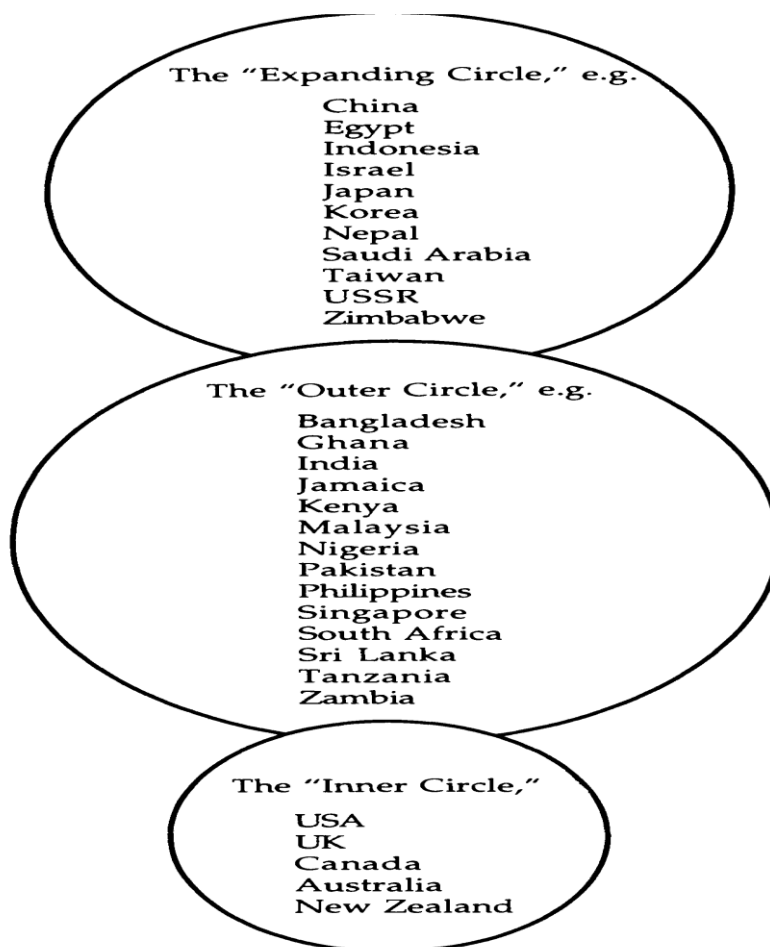


Figure 1.1 Three concentric circles by Kachru (1996, p. 137)

As shown in Figure 1.1, the inner circle countries, in which English is spoken as a mother tongue, include the U.S., UK, Canada, Australia, and New Zealand. The next circle is the outer circle, encompassing countries in which English is learned as a second language (ESL). Within this context, learners have an opportunity to use the target language outside the classrooms. The countries belonging to this circle commonly have a

history of British colonization, such as Singapore, India, Malaysia, and over fifty other nations (Crystal, 1997). Within these countries, English is used not only as an additional institutionalized language, but also as an official language, even though it is not the mother tongue of the people. The last circle in Kachru's framework is the expanding circle, in which English is commonly learned as a foreign language. In this context learners rarely find English being used outside the classrooms. The countries belonging to this circle include China, Japan, and Turkey. Within Kachru's (1996) categorization, Indonesia belongs to the "expanding circle" countries, in which the importance of English as an international language is recognized, but the language is rarely spoken in everyday life. While this categorization has been contested for its perceived inaccuracy (Park & Wee, 2009), it is nevertheless helpful in explaining the status of the English language in particular countries.

As is typical of outer circle countries, English serves a less important function among Indonesian people. Since Indonesia is a multilingual nation with over five hundred different indigenous languages (Bonvillain, 2013), many languages are at play in daily communication. There are at least three languages used when Indonesians communicate with others from various locations (Dardjowidjojo, 2000; Nababan, 1991). For example, in speaking with people from the same region, Indonesians usually use a local vernacular, which varies from one region to another. Malay, for example, is one of the vernaculars commonly used within the region where the current study took place and thus occurs frequently in study findings. Some vernaculars are intelligible to outsiders, while others are entirely different languages altogether. Thus, in order to communicate with people from different regions, Indonesians use a national language known as *Bahasa*

Indonesia. Lastly, to communicate with people from foreign countries, they use an international language (typically English).

Despite its insignificance among most of the population, English plays an important role for some Indonesians, especially in large cities and tourist destinations where people from foreign countries interact. Additionally, the government's policy requiring all secondary students to learn English makes the language an important part of students' lives, as failure to pass the national English examination in the final year of middle and high school results in the delay of future education. Because these national examinations are organized centrally and simultaneously across the nation, students from areas with limited and inadequate English resources are often at a disadvantage. This discrepancy between urban and rural secondary schools adds further complexity to English language teaching in Indonesia.

English Language Teaching in Indonesia

The practice of English language teaching in Indonesia is governed by a centralized curriculum established by the Indonesian Ministry of Education. Since the inception of English as a compulsory subject in secondary school education in 1950, Indonesia has undergone eight curriculum changes. According to Dardjowidjoyo (2000), changes in curriculum are influenced by a shifting philosophical paradigm of how language is viewed. For example, at the beginning of Indonesian independence, when language learning was viewed in terms of mastering grammatical forms, Indonesia adopted a grammar translation approach in its first curriculum, known as Curriculum 1945. Next the government adopted Curriculum 1968, known as the oral approach. In 1975, the Ministry of Education changed the curriculum once again, implementing an

audio-lingual approach. Beginning in 1984, however, a more communicative approach was emphasized in English language teaching in Indonesia albeit rarely used. While many factors contribute to the infrequent use of communicative language teaching, according to Ariatna (2016), the presence of structure-based syllabus and the absence of communicative language testing are some of the factors that hinder the implementation of communicative language teaching in Indonesia. Although since 1984, the English curriculum has maintained communicative focus, the national English curriculum underwent additional changes in 1994, 2003, 2006 and 2013. The 2003 curriculum, titled KBK (Kurikulum Berbasis Kompetensi/Competency-based Curriculum), was replaced in 2006 by KTSP (Kurikulum Tingkat Satuan Pendidikan/School-based Curriculum). Curriculum 2013 is now the version currently in use in the Indonesian education system. Although introduced in 2013, it was not implemented nationwide until 2016.

Within the Curriculum 2013 guidelines, English is taught for four hours a week in middle schools (grades 7 to 9), with each lesson lasting for 35 minutes. In high school, however, the number of hours vary based on concentrations. While two hours of English study per week are compulsory for all students (grades 10 to 12), students in the language concentration must receive three hours in grade 10 and four hours in grades 11 and 12 (“Curriculum 2013,” 2013). In both middle and high school, English is included in the national examination taken at the end of ninth and twelfth grades.

While the English curriculum has evolved over time in Indonesia, the country’s English language teaching policy remains similar. Since its independence, Indonesia has mandated English as a compulsory subject for middle and high school students. Although there is a growing tendency in larger cities to teach English in primary schools and even

kindergarten (Lie, 2007), the language is officially introduced to students in their secondary level of education. According to Lie (2007), there are two purposes for learning English in primary and secondary schools: preparing students to read English textbooks in college and enabling them to acquire employment. Lie (2007) further argues that “competence in the English language is still used as a determining factor in securing a favorable position and remuneration in the job market” (p. 3). In addition to the academic and professional worlds, English has also gained popularity among younger Indonesians (Lie, 2007).

In terms of language ideology, English is regarded as the most prestigious foreign language when compared to others taught in the Indonesian education system, such as German, Japanese, and Chinese. In general, English proficiency is considered a key to worldwide opportunity. The Indonesian government does not mandate teaching any particular dialect, such as British or American Standard English, and people in Indonesia similarly do not seem to have any preference (Dardjowidjoyo, 2000). As Dardjowidjoyo (2000) asserts, as long as there is consistency in the use of a particular variety, either American or British standard English is acceptable within Indonesian contexts. As an Indonesian and a teacher myself, I find Dardjowidjoyo’s (2000) claim to be accurate. In the university where I previously taught, textbooks from English-speaking countries are often used in university contexts. Since some teacher educators are graduates from overseas universities in English-speaking countries, including Australia, the United Kingdom, Canada, and Australia, books published in these contexts are often used in university settings. In the case of secondary education settings, teachers normally used textbooks written by Indonesian authors with the incorporation of local values.

The Need for Research on English Teachers' Identities in Indonesia

Despite the government's policy mandating English as a required subject (Yulia, 2014), English language teaching in Indonesia remains problematic. While the English curriculum applied in secondary education since the 1980s emphasizes the communicative functions of the English language (Astuti, 2016), in reality, English instruction in Indonesian contexts is still heavily focused on test preparation (Sukyadi & Mardiani, 2011). As a result, it is common for Indonesian students to be unable to speak English upon graduating from high school (Dardjowidjojo, 2000; Lie, 2007). This is even more problematic in light of the national high-stakes English testing, which focuses on reading for middle school students and reading and listening for high school students (Afrianto, 2015; Sukyadi & Mardiani, 2011). Within this testing culture, communicative language teaching is rarely applied in the classroom. This situation echoes Canagarajah's (2012) autoethnographic study of English language teaching in Sri Lankan university classrooms, in which teaching methods are connected to English use outside the classroom. Therefore, what is perceived as effective English language teaching in western contexts may not necessarily be appropriate in non-English speaking countries.

Ultimately, due to the high number of students with inadequate English competency, English language teaching in Indonesia has been characterized as far from successful (Basalama, 2010; Dardjowidjojo, 2000; Kirkpatrick, 2007; Lie, 2007; Marcellino, 2008). This failure has been attributed to several different factors, including large class size, teachers' low level of English proficiency, inadequate salaries, lack of familiarity with new curriculum, and cultural barriers, such as teachers' unreadiness to change roles from masters to facilitators (Dardjowidjojo, 2000; Kirkpatrick, 2007;

Marcellino, 2008). The widespread use of Indonesian or *Bahasa Indonesia* as a lingua franca is also considered a hindrance to English language learning (Marcellino, 2008).

In response to these factors, in recent years the Indonesian government has begun paying special attention to improving the quality of teaching. The passage of the 2005 Teacher Law, aimed at providing incentives for teachers to increase their qualifications and professional skills by doubling the salary of those who qualify (Evans, Tate, Navarro, & Nicolls, 2009) is one concrete effort the Indonesian government has undertaken to improve the quality of human resources in this country. However, the implementation of this government initiative in the form of a teacher certification program has not been considered successful (Utami, 2015). While there are many factors that influence the effectiveness of a teacher certification program, failure can often be triggered by a missing link between program implementation and research related to who the teachers are. Thus, additional research is needed in order to create significant improvements.

Within Indonesian contexts, research highlighting English teachers is still scarce, although there has been a handful of studies on individual teachers (Basalama, 2010; Kuswandono, 2013; Manara, 2012; Soekirno, 2004; Widiyanto, 2005) as well as on English pre-service teachers' professional development (Afrianto, 2015; Kuswandono, 2013). Widiyanto (2005) and Soekirno (2004), for example, both utilized narrative autobiographies to describe how participants' cultural and religious beliefs influenced their decisions to become English teacher educators and their views of teaching. Even though neither of these reflexive studies directly relates to the professional identity of EFL teachers, they nevertheless illustrate how context matters in the development of teacher identities. Another study investigating English educators in Indonesia was

conducted by Manara (2012), an English teacher educator himself who utilized narrative inquiry to investigate the professional development of five English teacher educators in the institution where he worked. His findings indicate that identity construction is complex and involves multiple and competing discourses.

Moving beyond English teacher educators, Basalama's (2010) study focused on high school English teachers' identity and professional development. Based on in-depth interviews with twenty in-service EFL teachers from urban and rural high schools in an Indonesian province, Basalama (2010) examined how teachers' conceptualization of their identity influenced their responses to the changing curriculum and explored their self-perceptions, responsibilities, and professional practices. Her findings demonstrate that the identity of in-service English teachers is neither fixed nor context-free.

While the aforementioned studies have been useful in shedding light on how English teachers develop professionally in Indonesian contexts, there is still insufficient research about teacher identity development among pre-service EFL teachers. Considering the diverse geographical terrains Indonesia encompasses, more research in this area is still needed in order to capture the myriad ways in which teacher candidates learn and undergo the process of becoming English teachers.

In addition, most existing research in this area was conducted in Java Island, home to the nation's capital and extensive teaching resources, so previous findings do not reflect the development of teachers in less centralized regions with access to fewer resources. Of the seven aforementioned studies on the professional development of English teachers, only two (Afrianto, 2015; Basalama, 2010) were conducted outside Java Island, and only Afrianto's (2015) study was related to pre-service English teachers'

identity construction. Considering that Indonesia has over ten thousand islands, research from additional regions is needed in order to understand the professional development of English teachers in different locations and improve the quality of English teaching nationwide.

My research on the identity development of pre-service EFL teachers in Kalimantan Island is the first such study conducted in this island, and therefore significant in shedding light on how pre-service English teachers within the region develop professionally. Specifically, the study explores the complexities of how teachers learn to teach and develop their identities while enrolled in their initial teacher education program. Given that the context of this study possesses unique characteristics different from those of Java or Sumatera Islands, the findings are important in extending the literature on teacher identity in Indonesia. Moreover, since I have found no existing publications addressing teachers in Kalimantan Island, especially in West Kalimantan, such research is greatly needed. As Kalimantan shares a border with Malaysian territory, research informing practice in this region is greatly needed in order to improve the quality of education and enable the Island to compete with neighboring countries such as Malaysia.

Significance of the Study

Although this study aimed to answer my questions about how pre-service teachers in an Indonesian university teacher education context develop identities as English teacher candidates, it is also significant in its contributions to research and theory in broader EFL teacher education contexts.

First, my research helps expand the existing literature on language teacher identity, in the sense that the findings illuminate how EFL pre-service teachers in EFL and multilingual settings develop their identity as English teachers. While research on pre-service language teachers has been growing, it has mostly been conducted in English speaking countries such as the United States (e.g., Franzak, 2002; Hallman, 2015; Ilieva, 2010; Jackson, 2015; Kayi-Aydar, 2015; Luebbbers, 2010; Park, 2012; Vetter et al., 2013), and in some EFL countries (e.g., Atay & Ece, 2009; Dang, 2013; Lim, 2011; Trent, 2010a, 2010b, 2011, 2013). This study fills those research gaps, and extends the literature on the development of teacher identity among non-native English-speaking (NNES) teachers who teach English to NNES students in NNES contexts.

Secondly, my study contributes to theories of teacher identity because it extends the methodologies commonly used in researching teacher identity in EFL contexts. Within Indonesian contexts, for example, the existing research related to pre-service teachers' professional identity relied heavily on qualitative research designs, with interviews and reflective essays as primary modes of data collection (Afrianto, 2015; Kuswandono, 2013). While Kuswandono's study included classroom observations, these were only conducted in university classrooms and used as supplementary data. In contrast, the qualitative case study design applied in my research relies primarily on classroom observations rather than interviews, thus providing an expansion of data collection methods. Additionally, previous research within Indonesian contexts has focused on reflective practice (Kuswandono, 2013) and participants' motivation for becoming English teachers (Afrianto, 2015), whereas my research focuses on how pre-service teachers construct, and enact their identity as well as how multiple languages are

at play in the development of that identity. In a similar way, my employment of discourse analysis extends theories related to teacher identity development in the existing literature, especially in EFL contexts. While discourse analysis has been widely used in researching teacher identity in English-speaking countries (Kayi-Aydar, 2015; Pavlenko, 2003; Vetter et al., 2013), it is not widely used in EFL settings.

Lastly, on a smaller scale this study is also significant to the improvement of teacher education within Indonesian contexts. As identity development is an important factor of teaching, investigating pre-service EFL teachers' identity in an Indonesian context can provide insights about prospective teachers' development during the teacher education process. This knowledge can be used to improve English teacher education programs, particularly within the region and possibly in other Indonesian contexts. For instance, insights about how student teachers utilize languages as cultural artifacts in order to achieve particular goals can serve as a point of departure for curriculum changes in teacher education programs, as well as for conducting interventions into how pre-service teachers develop professionally by supporting their identity development.

Defining Key Terms

Some terms used in this dissertation have specific meanings within the context of the study. Accordingly, in order to avoid confusion and misinterpretation, in the following section I explain terms used repeatedly throughout the dissertation.

Microteaching is a term used to designate one of the teaching practica in this study. It refers to an official university course by the same name, which counts for two credit hours and lasts for one semester. Microteaching takes the form of a university-based teaching practicum dedicated to providing opportunities for pre-service teachers to

practice teaching. This practicum is required for all pre-service teachers in Equator University (EU) which is the focus of my study and is a pre-requisite for student teaching, another required practicum scheduled in the following semester. In this class, pre-service teachers practice demonstrating mini-lessons to their peers under the supervision of a university instructor. The instructor determines whether each pre-service teacher passes the class before the semester ends. Failure results in a delayed student teaching practicum, and pre-service teachers must then retake microteaching the following year.

Student teaching is another teaching practicum required by the Equator University teacher education program. It lasts for one semester and takes place at partnering secondary schools, where pre-service teachers are usually assigned to teach and complete administrative work. Locally, student teaching is referred to as PPL (*Praktek Pengalaman Lapangan*/field experience), or “teaching practice.” In this dissertation, the term “student teaching” is used interchangeably with “school-based teaching practicum”, and “learning to teach in school settings”.

Cooperating teachers are teachers who supervise and work with pre-service teachers in school settings. Within the research sites they are called “*pamong* teachers,” which has a meaning similar to “mentor teachers.” These teachers are usually senior teachers in the partnering schools where pre-service teachers complete their student teaching. In this dissertation, the term “cooperating teachers” is used interchangeably with “mentor teachers”

University instructors are teacher educators who facilitate microteaching and supervise pre-service teachers completing teaching practicum in school settings. Within

university settings, they serve as university instructors who handle Microteaching classes, provide feedback, and assess pre-service teachers to determine whether they can continue to student teaching. Within school settings, teacher educators serve as university supervisors who accompany student teachers to the placement schools, visit them at least once during the practicum, and provide advice about the challenges student teachers encounter. In this dissertation, then, “teacher educator” is used interchangeably with “university supervisor” and “university instructor.”

KTSP (Kurikulum Tingkat Satuan Pendidikan) is a school-based curriculum which was introduced in the Indonesian school system in 2006 (Raihani & Sumintono, 2010). This curriculum emphasizes two main components, “nationally standardized competence and basic competence” (Raihani & Sumintono, 2010, p. 182), and provides room for individual schools and teachers to develop the curriculum. Within the context of my study, the English KTSP curriculum emphasizes the achievement of certain competencies within four language skills (speaking, listening, reading, and writing). Each of the language skills is taught separately, and the teaching procedures are divided into exploration, elaboration and confirmation.

Curriculum 2013 is the newest national curriculum, introduced in 2013 and piloted in certain Indonesian schools over two years. At the time of data collection, however, most of the sites in this study were still using the KTSP curriculum, as only ten schools were using Curriculum 2013 within the region. Unlike KTSP, Curriculum 2013 highlights the integration of affective, cognitive, and psychomotor skills. With the inclusion of the affective emphasis, character building becomes an important aspect of every lesson. There are also core competencies divided into four interrelating

components: religion, social skills, knowledge, and knowledge implementation (“Curriculum 2013,” 2013). The teaching procedures are typically sequenced into observation, asking questions, exploration, association, and communication.

Organization of the Dissertation

This dissertation is organized into six chapters. Chapter one introduces the background of the study, purposes and the significance of the study. Chapter two reviews related literature and discusses the theoretical frameworks informing the study. Chapter Three outlines the study research methodology, specifically highlighting the use of a qualitative case study design. It also provides descriptions of the data collection methods, research site and participants, study validity and trustworthiness, and ethical considerations. Chapters four and five present the findings and analyses of the study, including in-case and cross-case analyses. The final chapter concludes the study by summarizing its main findings, implications, limitations, and areas for further research.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Identity as complex and multidimensional

Identity as a construct is multidimensional and complex. While in its denotational form identity refers to “our sense of self, or who we are” (Luk, 2008, p. 121), its meaning has changed over time as the view on identity has shifted from focusing on the individual to also including the society in which the individual lives (Farrell, 2017; Reeves, 2009). Within this sociocultural view, identity is not a static entity and is formed in relation to others (Reeves, 2009). Scholars in professional development and adult learning have defined identity in various ways (Rodgers & Scott, 2008; Tsui, 2007), yet they share a common view that identity is multiple, dynamic, relational, and often conflictual (Jackson, 2017; Duff, 2017; White, 2017). Furthermore Borg (2017), citing Varghese et al. (2005), argues that “identities are socially, culturally, and politically constructed” (Borg, 2017, p. 127), indicating that identity construction is influenced by many factors in people’s lives.

In order to understand the complexity of identity, Clarke’s (2009) categorization is helpful in providing an explanation of the factors identity encompasses. According to Clarke (2009), identity is “a complex matter of the social and the individual, of discourse and practice, of reification and participation, of similarity and difference, of agency and structure, of fixity and transgression, of singular and multiple, and of the synoptic and the dynamic” (p. 189), suggesting that identity is not an easily – defined concept and that it entails various elements. In order to illustrate this framework for identity, in the

following paragraphs I elaborate on each element of Clarke's (2009) categorization and integrate it with what other scholars say about identity.

First, identity is both individual and social in nature. This conceptualization allows for an understanding that a person's identities encompass how the person views him/herself and how other people see him/her (Clarke, 2009). For example, in order for a person to identify him/herself as a teacher, the person should be recognized by others, including his/her students and other teachers. In line with Clarke's (2009) view of identity as both personal and social, Richards (2017) asserts that teacher identity "is not fixed or static orientation since it is also shaped by the social context, by those he or she interacts with, and the activities he or she is taking part in" (Richards, 2017, p. 141), suggesting that identities are relational and are socially constructed.

Second, identity emanates from discourse and practice and is manifested in language and social interaction as it is enacted (Reeves, 2017; Varghese et al., 2005). Also important to understanding identity is the "interpretive system" of identity recognition (Gee, 2000, p. 107). According to Gee (2000), this interpretive system may originate from various sources, such as people's cultural and historical view of nature, institutional norms, the discourse of others, and the workings of affinity groups. Gee (2000) defines identity as being recognized as a "kind of person" (p. 99). For Gee, identity can also be seen as a performance, in which "people have to talk the right talk, walk the right walk, behave as if they believe and value the right things, and wear the right things at the right time and right place" (Gee, 2014b, p. 24). Discourses, or ways of being "certain kinds of people," are another important facet of identity within Gee's conceptualization. Since people inhabit multiple Discourses, they necessarily inhabit

multiple identities (Gee, 2000, 2012; Pennington, 2015; Reeves, 2017), emphasizing that identities are multiple and contextual depending on the Discourses they involve.

Third, identity consists of reification and participation. Viewing identity as part of socialization, Wenger (1998) considers it as “an integral aspect of a social learning theory and separable from issues of practice, community, and meaning” (p. 145). Within this framework, the connection between identity and practice is salient. Since practice entails a negotiation of ways of being a person in a particular context, identity is also connected to participation and non-participation, identification, and negotiability. Finally, identity relates to a sense of belonging within communities of practice, which are achieved through engagement, imagination, and alignment (Wenger, 1998). Engagement in practice, according to Wenger (1998) “gives us certain experiences of participation, and what our communities pay attention to reifies us as participants” (p. 150), suggesting that identity is socially constructed through participating in communities of practice. Within the conceptualization of identity as participation and reification, Wenger (1998) argues that “an identity then is a layering of events of participation and reification by which our experience and its social interpretation inform each other” (p. 151), suggesting that identity is both socially constructed and negotiated through experiences.

Fourth, identity is about similarities and differences. The idea of sameness and difference as part of a person’s identity develops as people associate themselves with particular groups in defining who they are. As indicated by McKinlay and McVittie (2011), identity can be viewed as “the social part of ourselves, the bit of ourselves that we think about when we are considering whether we are the same as the other members of some social groups or other” (p. 4). Within this conceptualization, the identity that a

person claims or is assigned by others is often associated with similarities and differences that the person possesses in relation to particular groups. For example, in order to claim an identity as an English teacher in EFL contexts, one has to behave as a typical teacher in those contexts. In a similar vein, Bucholtz and Hall (2004) explain that identity as sameness and difference refers to how people are identified as similar or different to particular groups in regard to their identities.

Fifth, identity is related to agency and structure (Norton, 1997; Varghese, 2017; Clarke 2009). Clarke (2009), for example, argues in reference to teacher identity that “our identities are thus partly given yet they are also something that has to be achieved, offering a potential site of agency within the inevitably social process of becoming” (p. 187). In line with this notion, Varghese et al. (2005) argue that identity is “transformational and transformative” (p. 23), since agency is an important component in the identity formation. Similarly, Bucholtz and Hall (2004) argue that “identity inheres in actions, not in people. As the product of situated social action, identities may shift and recombine to meet new circumstances” (p. 376). Bucholtz and Hall’s (2004) argument indicates that identity entails agency, by which a person has a capacity to shape the identity he or she wants to portray. In similar fashion, Donato (2017) defines teacher identity as “the simultaneous enactment of an agent’s subjectivity in real time discursive (semiotic) processes situated in local, social, and historical circumstances” (p.26), thus viewing agency as important in the construction of teacher identity. Addressing language teachers specifically, Varghese (2017) also contends that language teacher identity is formed “within the co-evolution of agency and structure: how as individuals and groups they can develop and “make things happen” within structure opportunities and

constraints” (p. 44). This conceptualization implies that identity is not static but is therefore constantly changing, and that a person has the capability to exercise agency in the construction of his/her identities (Norton, 2017).

Sixth, identity is viewed as fixity and transgression. Within this conceptualization, a person’s identities can be both fixed and changing. Some identities, such as gender and ethnicity, may be fixed, while others are dynamic and changeable (Reeves, 2017). Some identities also overlap with others. To this end, Canrinus, Helms-Lorenz, Beijgaard, Buitink, and Hofman (2011) assert that teachers’ identities may cover various dimensions, including personal, social, and professional. These overlapping dimensions necessarily contribute to the complexity of defining teacher identity. Beauchamp and Thomas (2009) observe that teacher identity does not have clear boundaries differentiating it from other identities.

Seventh, identity is both singular and plural. Within this conceptualization, identity maybe understood as both single and multiple entities simultaneously. Reeves (2017) argues that a teacher may inhabit multiple identity positions at the same time. An identity position as an English teacher may exist alongside other individual identities as a parent, runner or other positions. Additionally, multiplicity can exist within each identity position a person holds (Reeves, 2017). For example, an EFL teacher may identify him/herself as a proponent of communicative language teaching while at the same time claim an identity as a teacher who is concerned with grammatical accuracy. This suggests that identities are not only multiple but also often contradictory.

Lastly, Clarke’s (2009) categorization of identity refers to identity as synoptic and dynamic. While this conceptualization of identity seems to overlap with other

categorizations such as fixity and agency, it can be understood that identity is both partially static and open to alteration and negotiation. This understanding can be linked to Morgan's (2004) assertion that “identity is not a fixed and coherent set of traits, but is something complex, often contradictory, and subject to change across time and place” (p. 172). The dynamicity of identity is undeniably related to the capability of individuals to exercise their agency in the construction of their identities.

Defining Teacher Identities

Since it is my intention to explore identity in relation to teachers' professional development, the rest of this literature review focuses on identity in the field of education, specifically teaching and teacher education, and more specifically teacher identity. Similar to the notion of identity itself, the term “teacher identity” is not uniformly defined (Beijaard, Meijer, & Verloop, 2004; Izadinia, 2013), yet it is also complex in nature and encompasses various elements. Beijaard et al. (2004) conclude in their literature review that past research has defined the concept of teacher identity contradictorily or not at all. Despite this incongruity, there is a general agreement that teacher identity is multi-faceted and dynamic in nature, constantly shifting across time and space (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Miller, 2009; Varghese et al., 2005).

Along these same lines, Pennington (2015) conceptualizes teacher identity as “a construct, mental image or model of what ‘being a teacher’ means that guides teachers’ practices as they aim to enact ‘being a teacher’ through specific ‘acts of teacher identity’” (p. 17). This theory of teacher identity relates more specifically to how teachers view themselves and how those views are manifested in their enacted identities within

classroom settings, as well as how they project their future identities. Elaborating further, Pennington (2015) explains that

the identity a teacher develops creates that teacher's self-image as the kind of teacher he/she is or aspires to be and affects the teacher's choice as to classroom roles and instructional emphases in content and methods. It also affects the positioning in relation to, and hence interactions with, students, colleagues, and the larger teaching profession. (p. 17)

Pennington's (2015) conceptualization of teacher identity indicates that teacher identities are multidimensional, incorporating how teachers view themselves in the present and future. These identities also encompass teachers' relationships with others, including students, other teachers, and the larger professional teaching community.

With regard to the complexities of teacher identity, teacher identity scholar, Clarke (2009) suggests a framework for identity work that includes four axes as shown in figure 2.1.

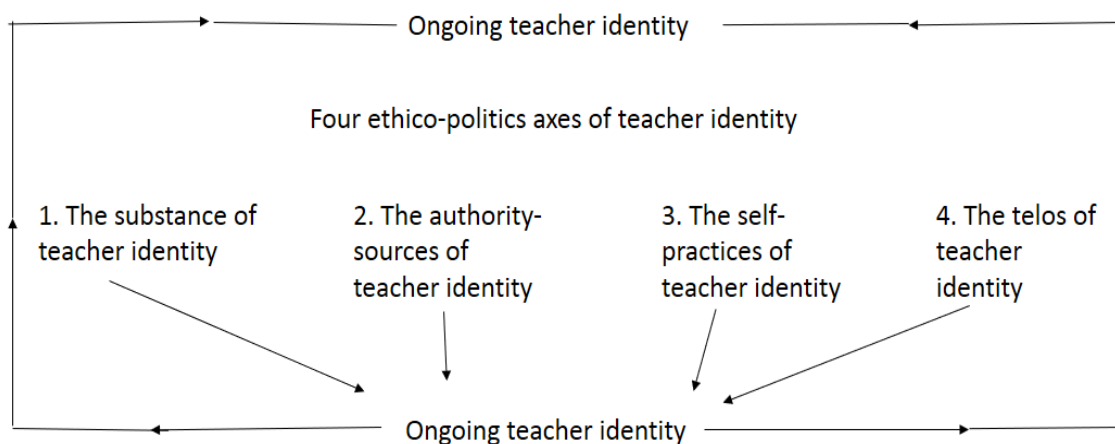


Figure 2.1 A diagram for doing identity work by Clarke (2009, p. 191)

Elaborating further on the diagram, Clarke (2009) explains that the first axis illustrates how the substance of teacher identity is “a key in terms of how teaching and being a teacher relates to other aspects of my [a person’s] identity” (p.191). Similarly, Miller, Morgan, and Medina (2017) argue that this component of identity work refers to “the material used to constitute one’s identity as a teacher, including one’s practices, behaviors, emotions, and/or values that are relevant to ethical judgment” (p.95). The second axis, the authority sources of teacher identity, refers to why a person should cultivate certain values to be recognized as a teacher. The third axis, according to Clarke (2009), relates to techniques and practices that teachers used to shape their identity, while the last axis refers to the telos or goals of what it means to be a teacher.

Taking into account the complexities of identity and the multifaceted nature of teacher identity specifically, I approached my study of pre-service EFL teachers’ identity development with an open mind, realizing that identity can be viewed from multiple angles. While Clarke’s (2009) diagram is useful for analyzing identity work, it is concerned more with the self-formation of teacher identity in relation to ethics. Since my research focuses on identity in discourse and identity in practice, I opted to use Gee’s (2000) definition of identity in combination with ideas from other scholars for my study. While Gee (2000) defines identity as “being recognized as a kind of person” (p. 99), for my purposes I define it as being recognized by one’s self and others as a certain kind of English teacher. Additionally, in order to be more specific about how English teachers want to be recognized and how others recognize them, I drew upon Pennington’s (2015) conceptualization of teacher identity, which encompasses teachers’ self-images, what

they do in the classroom, and how they position themselves in relation to others within their profession.

In addition to Gee's and Pennington's conceptualizations of identity, I also take into account Barkhuizen's (2017) definition of language teacher identities. Barkhuizen, (2017), summarizing various conceptualizations of language teacher identity from scholars in the field of language teacher identity research, states:

Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical – they are both inside the teacher and outside in the social material, and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, hybrid, and they are foregrounded and backgrounded. And LTIs change, short term and over time – discursively in social interaction with teacher educators, learners, teachers, administrator, and the wider community, and in material interaction with spaces, places, and objects in classrooms, institutions, and online (p. 4)

As indicated in Barkhuizen's (2017) definition above, the identities that a language teacher possesses include various dimensions. Taking into account Gee's (2000), Pennington's (2015), and Barkhuizen's (2017) definitions of identities, my working definition for this study is as follows: teacher identity means being recognized as a certain kind of English teacher with regard to one's self-image at present and future, and in connection to classroom behaviors and practices, as well as positionality in relation to

others including students, colleagues, and the larger teaching profession, as well as institutional cultures.

Factors Influencing the Construction of Teacher Identities

In line with the complex nature of identity, the literature indicates that many factors contribute to the construction of teacher identities. Beauchamp and Thomas (2009), for example, argue that teacher identity is shaped and reshaped through interactions with others in a professional context. They also argue that teachers' identity development "involves an understanding of self and a notion of that self within and outside contexts such as a classroom or school, necessitating an examination of self in relation to others" (p. 178). In a similar fashion, Martel and Wang (2014), in their literature review on language teacher identity, explain that interactions with significant others, personal biographies, and individual contexts significantly shape the construction of language teacher identity.

This interplay between various factors in the construction of teacher identity is further demonstrated in a study by Flores and Day (2006). Focusing on beginning teachers, they analyze how the identities of fourteen new teachers were shaped and reshaped during their first two years teaching in different school settings in Portugal. Data were gathered through semi-structured interviews, collecting annual reports written by teachers, and distributing a questionnaire. Study findings revealed that personal and professional histories, pre-service training, and school culture and leadership all determine the stability of teachers' professional identities.

Similarly, the construction of teacher identity within teacher education programs is also influenced by various factors. For example, research has found that professional

identity is formed while student teachers take courses in teacher education programs (Koc, 2011; Rogers, 2011). The influence of past memories or prior experience on the formation of teacher identity has also been highlighted in many researchers' work (e.g, Chang-Kredl & Kingsley, 2014; Chong, Ling, & Chuan, 2011; Lamote & Engels, 2010; Lim, 2011; Sugrue, 1997). In her review of literature on pre-service teachers' professional development, Izadinia (2013) found that there are four broad factors affecting pre-service teachers' identity development in teacher education programs. One of her key findings is that teacher identity is constructed through reflective activities. Other important factors influencing the construction of identity among pre-service teachers include participating in communities of learning, the contexts in which teacher learning occurs, and prior experiences.

The Teaching Practicum as a Site for Identity Construction

The teaching practicum has long been recognized as an important component of teacher education (Santoro, 1997), and the role of the practicum for pre-service teachers has been studied widely over the past four or five decades, if not longer (Beck & Kosnik, 2002). One of the practicum's key benefits is that it provides opportunities for pre-service teachers to apply the knowledge of teaching and learning they gain during their university coursework (Beeth & Adadan, 2006). It is also the "capstone experience" in most teacher education programs (Gaudelli & Ousley, 2009, p. 931).

Within the field of teacher identity research, the teaching practicum has also been identified as one of the factors contributing to the devolvement of pre-service teachers' professional identity (Beijaard et al., 2004; Izadinia, 2013). As argued by Beauchamp and Thomas (2011), teachers experience an identity shift as they enter the school

communities of their initial practice. The difference between the university and school contexts where pre-service teachers learn to teach can potentially shift how they perceive themselves, which may impact their future teaching careers. Accordingly, the teaching practicum is also a “critical period for identity development of beginning teachers” (Gaudelli & Ousley, 2009, p. 931). During this crucial period, Sumara and Luce-Kapler (2001) claim that “beginning teachers must negotiate at least three teaching identities: those they bring with them into teacher education, those they develop while doing university coursework, and those they develop during teaching practica” (p.65). Sumara and Luce-Kapler's (2001) assertion emphasizes the importance of the practicum in the development of teacher identity, and somewhat helps to explain why so much research on teacher identity in teacher education programs involves the teaching practicum (e.g., Afrianto, 2015; Dang, 2013; Kuswandono, 2013; Lerseth, 2013; Luebbers, 2010; Santoro, 1997; Trent, 2010b, 2010a, 2011, 2013).

Research on EFL Pre-Service Teacher Identity in Non-English-Speaking Countries

In line with the rapidly growing research in the area of language teacher identity over the past two decades (Martel & Wang, 2014), pre-service teachers' identity has also been scrutinized widely. Within English-speaking-countries, for example, there have been several studies related to the identity of pre-service language teachers (e.g., Franzak, 2002; Hallman, 2015; Ilieva, 2010; Jackson, 2015; Kayi-Aydar, 2015; Luebbers, 2010; Park, 2012; Vetter et al., 2013).

Within English-speaking countries, especially the United States and Canada, research about language teacher identity has focused on various themes. Franzak (2002), for example, investigated the role of Critical Friend Groups (CFG) in the construction of

pre-service English teachers' identities. Using various data collection methods such as interviews, portfolio, and reflective writings as well as observations of the participant's professional identity, Franzak concluded that the collaborative and transformative nature of CFG provided an opportunity for a continuous renegotiation of identity, by which the participants' reflection on their teaching practices led to changes in their practices.

Another theme includes the use of Bakhtinian theory (Halman, 2015; Ilieva, 2010). Halman (2015), using a Bakhtinian framework investigated the conceptualization of a prospective teacher's professional identity. Analyzing the participant's teaching philosophy statements in an attempt to understand teacher identity as texts, Halman used the concepts of dialogic rhetoric, heteroglossia, and genre in her analysis. Hallman concluded that Bakhtin's conceptual framework can be a useful tool to investigate teacher identity as a dialogic formation process. Ilieva (2010), studying how pre-service English teachers in a TESOL program in Canada construct their identities as non-native English-speaking teachers used grounded theory and Bakhtin's theorizing of identity and processes of ideological becoming. Ilieva (2010) observed that participants in her study developed identities through the negotiation of program discourses, by which they seemed to link being a teacher with the act of teaching.

Another theme involved ESOL pre-service teachers (Jackson, 2015; Park, 2012). Jackson (2015), for example, explored how English as a Second Language (ESOL) preservice teachers' conceptions of literacy are initially developed and how these understandings impact their emerging identities as ESOL teachers. Utilizing interviews, observations, reflections, and lesson plans as source of data, along with the constant comparison method of analysis, Jackson' findings indicate that the participants adopted a

multifaceted view of literacy that included both critical and socio-cultural perspectives. Park (2012), on the other hand, examined the experiences of one non-native English-speaking teacher from East Asian before and during their TESOL education. Park observed that the participant was confident about her English, because everyone could see that she was a NNES could interact with both NNESs and NESs. Yet, her level of confidence decreased when she taught English to students as she changed her role from a learner and user of English to an ESOL teacher.

Other themes are related to positioning and agency (Kayi-Adar, 2015; Vetter et al., 2013). Vetter et al. (2013) explored how positions of power affect teacher identity construction. Analyzing data using grounded theory and discourse analysis, Vetter et al. (2013) found that the participant's ability to take on his preferred teacher identity depended on how he negotiated positions of power with students. Using a similar positioning theory framework, Kayi-Adar (2015) explored the identity renegotiation and agency of three pre-service teachers taking an ESL endorsement class. Kayi-Adar gathered data using semi structured interviews and journal entries, and using positioning theory to analyze participant teachers' positional identities. Kayi-Adar found that agency, identity, and positioning are intertwined and influence one another in complex ways, and that teacher's identity and agency are multifaceted and context-dependent.

The final theme reflects the identity of foreign language pre-service teachers. Luebbbers (2010), using an activity theory framework examined seven foreign language teachers' experiences in learning to teach within two contexts (foreign language teacher education and student teaching) and explore how such experiences influenced their ideas about best practices, their teacher identity development, and commitment to foreign

language teaching. Luebbbers' findings indicate mismatches between foreign language teacher education and student teaching. With the existing overriding motives and tensions, participants in the study had to make adjustments in their teaching, which influenced their teacher identity development.

Following this trend in English-speaking countries, research on pre-service English language teacher identity has also been of interest to many researchers in non-English speaking countries. Despite this growing interest, however, English language teacher identity research in English-speaking-countries outnumbers NNES countries by comparison. Previous studies related to identity among pre-service EFL teachers have focused on teachers' identity formation (Lim, 2011); the connection between their personal and professional lives (Atay & Ece, 2009); the evolution of their professional identity (Dang, 2013); the construction of their identity as English teachers (Afrianto, 2015); how they make meaning of their experiences learning to teach (Kuswandono, 2013); and the tensions they encounter within school and university partnerships (He & Lin, 2013).

This relatively small number of studies can be grouped into two phases of pre-service learning in teacher education programs (prior to and during practica). Atay and Ece (2009), for example, focused their study on the construction of sociocultural identity among thirty-four prospective EFL teachers enrolled at a public university in Turkey. Gathering data through in-depth interviews, Atay and Ace (2009) found that participants' Turkish and Islamic identities were most dominant among the group. The participants were also conscious of their multiple identities and considered learning English as a way to gain an awareness of different cultures.

Another study conducted by Lim (2011) focused on the identity formation of fifty pre-service EFL teachers in South Korea and demonstrated how student teachers' identity developed alongside growth in their knowledge base and experience. Using concept mapping to analyze students' autobiographical essays, Lim (2011) integrated qualitative and quantitative methods in his data analysis. His findings indicate that identity formation is an ongoing process of identification and negotiation in conjunction with teachers' prior learning and experiences. These studies by Atay and Ece (2009) and Lim (2011), despite their different contexts, indicate that pre-service teachers begin developing identities even before they complete their teaching practica, and that these identities are influenced by their contexts and prior experiences.

Moving on to the next stage of teacher education, during which pre-service teachers practice applying knowledge gained during their university coursework, Dang (2013) investigated changes in pre-service teachers' professional identity within a Vietnamese teacher education context. Employing Vygotskian sociocultural theory and activity theory as lenses for his research, Dang (2013) examined how two EFL teachers paired in the same practicum developed professional identities. Although Dang (2013) noted that interview transcripts were his primary source of data, he also utilized individual semi-structured interviews, recorded videos of student teaching, classroom field notes, and artifacts related to the practicum. After analyzing interview data using content analysis, Dang (2013) found that resolving conflicts between an individual's different cognitive and affective perceptions of an event can lead to qualitative change in student teachers' professional identities.

Clarke (2008), the only researcher found to have conducted a longitudinal study of pre-service teachers in a non-English-speaking country, investigated a cohort of student teachers in the United Arab Emirates. Collecting data from focus groups interviews and online discussions over a period of two years and analyzing them based on discursive analysis, he found that pre-service teachers' identities are constructed based on interrelated factors, including their belief system and their sense of community. Clarke (2008) observed that "students' embodiment of learning to teach as the taking on of a new identity, the strength of their community and the strength of their beliefs, are integrally related" (p. 183).

Within Indonesian contexts, pre-service EFL teacher identity construction has also been investigated, albeit rarely. Similar to Dang's (2013) study highlighting identity construction in a teaching practicum, Afrianto (2015) and Kuswandono (2013) investigated the roles of practica in the construction of teachers' professional identity and in the professional development of teachers in the making, respectively. These three practicum studies are closely connected to the present dissertation study, which also investigates teacher identity development in the context of practica. Since the present study addresses Indonesian teacher identity development, related research in Indonesian contexts is discussed in the following section.

Research on EFL Pre-service Teacher Identity in Indonesian Contexts

Research on teacher identity has become increasingly prevalent in Indonesia. Within the area of English teacher education, two key studies help to illuminate the professional development of pre-service teachers in Indonesian contexts. Kuswandono's (2013) research, conducted in Java Island where most of the Indonesian population

resides, explored thirteen pre-service teachers' reflective practices and their relationship to teacher identity. Kuswandono (2013) focused on uncovering how participants understood their identity as prospective teachers and the ways they interpreted and made meaning from their learning and experience. Although this study shed light on how teachers in this particular region constructed their identities through reflection, it did not specifically focus on their identity as pre-service teachers or explain how they enacted that identity in their classroom practices. Considering the narrow scope of Kuswandono's (2013) study, it also does not explain how pre-service EFL teachers from other parts of Indonesia develop identities as future English teachers. The diverse geographical contexts of Indonesia, with each region possessing its own unique characteristics, necessitates more diverse views of how EFL pre-service teachers develop identities across the country.

As evidenced in Afrianto's (2015) research on the construction of pre-service teacher identity in Sumatera Island, teacher identity is not linear and is influenced by many factors, including motivation. Afrianto's (2015) study investigated ten participants' motives for becoming English teachers, as well as the influence of student teaching on their construction of professional identity. Using Wenger's (1998) proposed framework for communities of practice, Afrianto conducted interviews with pre-service teachers before and after their school teaching practica and facilitated a focus group discussion for participants. Findings from the study indicate that teachers' motivations varied greatly, ranging from religious and social influences to instrumental reasons such as financial security. This research also illustrates that pre-service teachers' integration into the

teaching community is not a linear progression; rather, it occurs on a continuum encompassing conflicts, challenges, and tensions.

Extending this quest to understand pre-service teachers' identity development initiated in Afrianto's (2015) and Kuswandono's (2013) studies, the present study aims to explore the identity development of teachers in Kalimantan Island. While this research is somewhat similar to Afrianto's (2015) and Kuswandono's (2013) studies in its investigation of teaching practica, it differs in focus. Unlike Kuswandono's (2013) study, which focuses on the reflective practices of student teachers, the current study investigates the development of pre-service teachers' identity as they experience teaching practica in both university and school contexts, focusing on their conceptualization of themselves as English teachers and how their views of themselves are enacted in classroom settings.

Research Approaches Related to Pre-service Language Teacher Identity

Existing literature on pre-service language teacher identity has been predominantly qualitative. Yet research on this topic within English-speaking countries, especially in the United States, has relied on diverse data collection methods despite its heavy emphasis on qualitative approaches. The most popular research methods include videotaped classroom observations (Reis, 2011; Vetter et al., 2013), interviews (Alsup, 2006), linguistic autobiographies (Pavlenko, 2003), and portfolios (Antonek, McCormick, & Donato, 1997; Ilieva, 2010).

The use of videotaped classroom observations as research methods in combination with other methods of data collection in the studies by Reis (2011) and Vetter et al. (2013) has been useful in shedding light on the enactment of teacher

identities in classroom settings. A study by Reis (2011), for example, traced the development of an ESL writing teacher's professional identity and explored how his beliefs and attitudes in regard to the "native speaker myth" in which native English speakers are superior to non-native English speakers, were connected to his professional identity and instructional practices. The study employed a qualitative approach and collected data primarily through videotaped classroom observations, interviews, and a dialogic journal between the researcher and the teacher. Findings revealed that the participant, a teacher of a graduate-level writing course, went from being a "blind believer" in the native speaker myth to challenging it, ultimately attempting to empower his own students as expert speakers and users of the language. In a similar vein, using various data collection methods, such as teachers' explanation, unit plans, video analysis assignments, field notes from seminar discussions, and informal conversations with one research participant over a period of one year, Vetter et al. (2013) explored how positions of power affect teacher identity construction through a study of a single participant. Analyzing the data using grounded theory and discourse analysis, Vetter et al. (2013) found that the participant's ability to take on his preferred teacher identity depended on how he negotiated positions of power with students.

Interviews have also been a popular and useful research method for understanding teacher identity development. In her study of pre-service English teachers' identity development over a period of two years, Alsup (2006) used interviews as her primary data collection method. This longitudinal study also relied on other methods, such as an analysis of relevant artifacts including lesson plans, teaching philosophy statements, and the literacy autobiographies pre-service teachers wrote for their methods class. Analyzing

the data using content analysis, Alsup (2006) found that the process of professional identity development is complex and involves the intersection between personal and professional identity formation.

In addition to videotaped classes and interviews, linguistic autobiographies have also been used to collect data on teacher identity. In a study by Pavlenko (2003) autobiographies were used as a primary source of data collection. This study examined the imagined linguistic and professional memberships of two cohorts of Master's students majoring in English as a second language and EFL, all of whom were enrolled in a particular TESOL program in the United States. After analyzing forty-four of these students' autobiographies using discursive positioning, Pavlenko (2003) concluded that imagination is an important aspect of belonging to a community of practice. In addition, the study found that classroom discourse plays an important role in shaping students' memberships in imagined communities and legitimizing new identity options.

A final research method that has gained popularity is portfolios. In a study by Antonek et al. (1997) and Ilieva (2010), portfolios were used as their main data collection method. Antonek et al. (1997), for example, traced the identity construction of two pre-service foreign language teachers in their collective case study through the use of portfolios. The participants' reflections in their working portfolios, which were constructed over an extended time period, were analyzed thematically to gain insights about their identity development. Antonek, et al. (1997) claimed that the portfolios were places where pre-service teachers reflected on the development of the quality of their instruction and on their identities during the student teaching experience. The findings indicate that the two participants reflected differently. One of them, for example, felt that

the interaction between teacher and students played an important role in the development of his professional identity, while another participant reflected that evaluation and self-assessment were critical in her development as a professional. In a similar vein, Ilieva (2010), used the portfolio method of data collection in studying how pre-service English teachers in a TESOL program in Canada constructed their identities as non-native English-speaking teachers. Analyzing the data using grounded theory and Bakhtin's theory of identity and processes of ideological becoming, Ilieva (2010) observed that participants in her study developed identities through the negotiation of program discourses, by which they seemed to link being a teacher with the act of teaching.

As shown in this brief review of studies using various data collection methods, language teacher identity research in English-speaking countries like the United States and Canada has yielded significant insights about various issues within teaching and teacher education. Building on this thorough exploration of teacher identity in English-speaking countries, it is important to approach language teacher identity research in non-English speaking countries by using various methods of data collection in order to understand language teachers more fully and holistically.

In light of the diversity of these existing studies, the current study extends the literature on the issues being discussed and the research methods used in researching EFL pre-service teachers' identity, especially in Indonesian contexts. While Afrianto's (2013) study examines teachers' motivation and the influence of student teaching on conceptualizations of effective English teachers, my research seeks to explore the identities pre-service teachers claim and enact in the classroom during their teaching practica. Additionally, my study utilized classroom observations and interviews as the

primary source of data, with document analysis serving as secondary data. In contrast, both Afrianto (2015) and Kuswandono (2013) relied on focus group interviews and teachers' reflective essays in their data collection. While Kuswandono also included classroom observations in his study, he solely observed students in microteaching as a source of supporting data. As my study includes classroom observations in both microteaching and student teaching settings, it provides additional insight into what pre-service teachers actually do, as opposed to what they claim to do, in relation to their teacher identity development.

Theoretical Frameworks for Research on English Language Teacher Identity

Within the literature on language teacher identity, various frameworks have been used as lenses for analysis (Martel & Wang, 2014). In their literature review, Martel and Wang (2014) identify communities of practice, social learning theory, post-structuralism, and narrative inquiry as the theoretical frameworks most commonly used to explore language teacher identity. Other frameworks used in the studies Martel and Wang (2014) reviewed included critical feminism, language socialization, symbolic interactionism, and phenomenology.

My review of the literature indicates some notable differences among the frameworks used for research conducted in English-speaking and non-English speaking countries. In the United States, for example, several recent studies related to teacher identity were informed by poststructuralist theory (Ajayi, 2011; Pavlenko, 2003; Vetter et al., 2013); Vygotskian sociocultural theory (Antonek et al., 1997; Reis, 2011); and situated learning theory (Kanno & Stuart, 2011). In a Canadian study, Ilieva (2010) framed her research using sociocultural and post-structural theories to explore the

discursive construction of non-native English speaking teachers' professional identities. Within Australian contexts, post-structural theories, especially social positioning theory, have been used to frame studies like Santoro's (1997), which explored the construction of identity among teachers of languages other than English (LOTE).

In relation to literature on teacher identity in non-English speaking contexts, most researchers do not specifically mention their alignment with particular theoretical frameworks. Of the four studies considered in this review, only one (Tsui, 2007) employs narrative inquiry, an approach framed by sociocultural theories, especially theories of communities of practice. Yet it is indicative that most studies related to EFL teacher identity are framed within sociocultural perspectives. For example, Duff and Uchida (1997), in their study of the sociocultural identity of EFL teachers (both native and non-native English speakers) in Japanese higher education, employ language socialization theory as a framework. Likewise, Yayli (2015), researching EFL teachers in Turkey, views contexts as important precursors of EFL teachers' identity. Basalama (2010), in a study examining English teachers in Indonesian contexts through their responses to changing curriculum and the factors that influence their identity, does not explicitly employ a particular framework. However, her emphasis on the importance of context indicates that teacher identity is socially constructed, and thus can be associated with sociocultural theory.

My review of literature on pre-service EFL teachers' identity construction in EFL settings indicates that research in this area has utilized various frameworks, most notably sociocultural and post-structural theories. For example, Afrianto's (2015) and Kuswandono's (2013) research in Indonesian contexts used sociocultural theories

originating from social learning theory and Bakhtinian perspectives, respectively. Dang (2013), in his study of English pre-service teachers in Vietnam, used Vygotskian sociocultural theory and activity theory as lenses to investigate teachers' identity development. He and Lin's (2013) investigation of the tensions in university-school partnerships in China employed a combination of sociocultural and post-structural theories as a research framework, while Clarke (2008), studying a cohort of pre-service EFL teachers in the United Arab Emirates, framed his study within concepts from sociocultural theory, especially communities of practice.

According to Varghese et al. (2005), the use of various frameworks provides more vivid explanations of teacher identity, as each theory has its own benefits and weaknesses. To this end, Varghese et al. (2005) juxtaposed three different theoretical frameworks in an attempt to theorize language teacher identity. While it was not their intention to find the best theory, the researchers' explanation of how each theory applies to teacher identity is useful. For example, Tajfel's (1978) social identity theory provides insight into how teacher identity is connected to social categorization. Similarly, the theory of situated learning developed by Lave and Wenger (1991) illuminates how teacher identity is constructed through social participation in a community of practice. The last example is Simon's (1995) concept of image text, which helps us understand how identity emerges through and within language. While each theory provides a useful lens for studying teacher identity by itself, Varghese et al. (2005) argue that "each theory limits one's perspective on language teacher identity, its formation, and its contexts" (p. 38), suggesting that combining several theoretical frameworks provides a more vivid view of teacher identity.

Theoretical Frameworks Informing the Current Study

Keeping in mind the usefulness of combining theories, I integrated several theories of identity into my research. While I take into account Wenger's (1998) view of identity as social participation in a community of practice, I also consider notions of identity as the intersection between language and culture (Bucholtz & Hall, 2005) and being recognized as "a kind of person" (Gee, 2000) as frameworks for investigating the identity development of pre-service EFL teachers in my study. In accordance with Wenger's (1998) assertion that identity cannot be separated from practice, I contend that pre-service teachers' identity development is influenced by their involvement in their own communities of practice, in this case, the university and school contexts where they are educated and learn to teach. In addition, since identity in my formulation is also related to being recognized as a certain kind of person, it cannot be separated from language use or the culture in which pre-service teachers are educated and learn to teach. Considering that Indonesia is a multilingual country with multilingual teachers and students, these identities are manifested in teachers' language use. Thus, the multiple theoretical frameworks employed in this study serve as lenses for better understanding the development of pre-service teacher identity by capturing both "identity in practice and identity in discourse" (Varghese et al., 2005).

Building on the usefulness of sociocultural theories for investigating teacher identity and my perspective of knowledge as socially constructed, I adopted a sociocultural approach to identity (Penuel & Wersch, 1995) in framing my study. According to this lens, "identity formation must be viewed as shaped by and shaping forms of action, involving a complex interplay among cultural tools employed in the

action, the sociocultural and institutional context of the action” (Penuel & Wersch, 1995, p. 84). This further suggests that agency plays an importance role in the identity construction (Clarke, 2009; Donato, 2017; Norton, 1997; Varghese, 2017). The importance of context and social practice in the development of identities is also highlighted by other sociocultural theory scholars. Holland et al., (1998), for example, argue that “identities are lived in and through activity and so must be conceptualized as they develop in social practice” (p. 5). In similar fashion, teacher identities are developed in relation to other people within particular contexts. According to Reeves (2009), within a sociocultural perspective teacher identity is “constructed in relation to others, including other teachers and students” (p. 34). Considering the importance of individual backgrounds and the contexts in which pre-service teachers learn to teach, it is evident that identity development is influenced by multiple complex factors. To this end, I employ sociocultural theories as lenses for framing my study, elaborated further in the next section.

Sociocultural Theories

Originating from the field of psychology, sociocultural theory is “a theory of mind, which is based on Vygotsky’s belief that the properties of the mind can be discovered by observing mental, physical, and linguistic activity, because they are interrelated” (Roebuck, 2000, p. 80). In their application in educational research, however, sociocultural theories are not a single theory (Chen & Cheng, 2014); rather, they are rooted in divergent intellectual traditions (Johnson, 2006). Several other theories are also compatible with sociocultural theory, whose central argument is that “the way in which human consciousness develops depends on the specific social activities in which

people engage” (Johnson, 2006, p. 237). With their core tenets that “human cognition originates in and emerges out of participation in social activities” (Johnson & Golombek, 2011, p. 1), and that the human mind is itself mediated (Compernelle, 2014; Lantolf, 2000, 2002; Lantolf & Appel, 1994; Lantolf & Thorne, 2006), sociocultural theories have expanded to encompass various subjects.

Many of the widely-used applications of sociocultural theory in education originated from the work of Vygotsky (1978), such as the concepts of the zone of proximal development, internalization, and the use of mediating tools in the process of learning. Activity theory, an extension of Vygotskian theory, is also attributed to sociocultural theory. Other related frameworks stem from social learning theory, such as situated learning theory and communities of practice (Lave & Wenger, 1991; Wenger, 1998). Equally compatible with sociocultural theories, according to Johnson (2006), are theories of learning that originate from critical theories in which language plays an important role in social practices (Fairclough, 1995, 2013; Gee, 2012).

Taking into account the goal of my research, which is to understand the development of pre-service teachers’ identities in the process of learning to teach, activity theory best suits my purposes. Activity theory not only highlights the importance of context as a factor that influences learning, but also acknowledges the interplay of various components within a context. This emphasis on context and its interrelated components helps me focus on understanding the identity development of my research participants, based on their activities and relations to components within the settings in which they are involved. Since pre-service teachers learn to teach in different contexts, it is likely that they experience contradictions and tensions between and across these

contexts. While these contradictions and tensions might seem like obstacles, they are not necessarily negative, but rather “the rule and the engine of change” (Cole & Yrjo Engestrom, 1993, p. 8) which provide key insights into identity development. For example, pre-service teachers often try to overcome the challenges they encounter by using mediating tools or available artifacts, or by adjusting how they pursue the goals of their teaching practica (Grossman, Smagorinsky, & Valencia, 1999). Based on this view of learning to teach as an activity in which contradictions and tensions are unavoidable, my study uses activity theory as its primary framing lens.

Activity Theory

Vygotsky’s original activity theory was developed and extended by his followers, such as Luria and Leont’ev, and continued by Engeström (Engeström, 1987). Other scholars have also contributed to the development of AT (e.g., Cole, 1996; Wertsch, 1985). According to Wertsch (1985), an activity or activity setting is “grounded in an assumption about appropriate roles, goals, and means used by the participants in that setting” (Wertsch, 1985, p. 212). While the activity setting can be said to be the level of analysis that guides selection of actions (Wertsch, 1985), the core of AT is object-oriented activities (Sannino, Daniels, & Guierrez, 2009) in which human activity is driven by a goal. The notion of a goal then plays an important role in an activity setting (Grossman et al., 1999; Wertsch, 1981). According to Luria (1979), “change in the goal of a task inevitably leads to a significant change in the structure of the psychological process which carry it out” (p. 172). In a similar vein, Leont’ev (1978) argues that “activity does not exist without a motive” (p. 62). The goal or motive, therefore, regulates how subjects carry out the activity within this framework.

Over the course of its development, activity theory has undergone several expansions. For example, the first generation of activity theory, based on Vygotsky's idea of mediation, is individually focused (Engeström, 2001). The second generation of activity theory, developed by Leont'ev (1978) and continued by Engeström (1987), emphasizes the collective nature of human activity (Yamagata-Lynch, 2010b). With this inclusion of other related elements, the unit of analysis was expanded from human action to an activity system (Tsui & Law, 2007). In the third generation of activity theory, developed by Engeström (2001), conceptual tools were created in order to “understand dialogue, multiple perspectives and networks of interacting activity systems” (p. 135).

For this study, I employed an activity theory lens based on the third generation of scholarship (Engeström, 2001), through which I view two different teaching practica as interrelated activity systems. The illustration of this third generation activity theory applied as my research framework is shown in Figure 2.1.

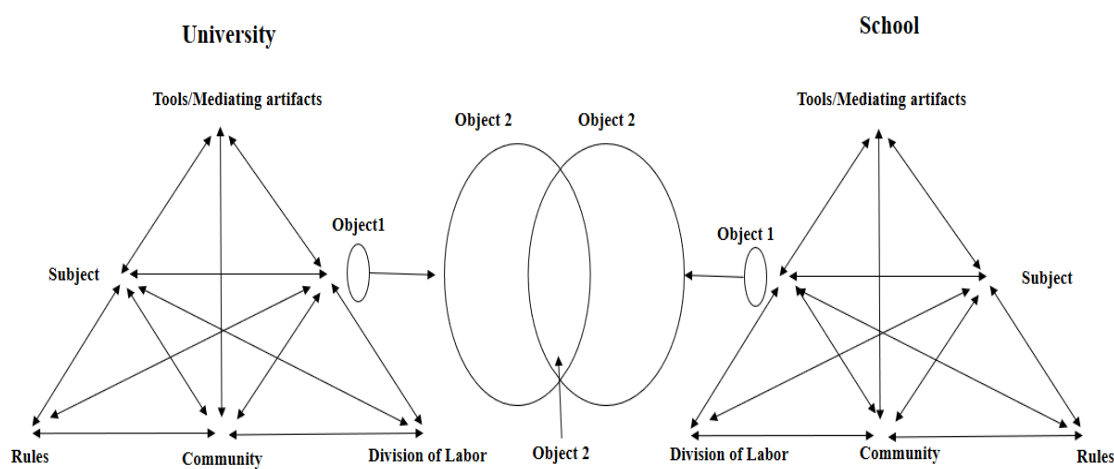


Figure 2.2. University and school contexts as interrelated activity systems
(Adapted from Engeström, 2001, p. 136).

Viewing teaching practica as activities designed for achieving particular goals, I use activity theory as my framework to analyze the complexities of learning to teach and its implications for identity development. The triangle on the left side of Figure 2.1 indicates an activity system representing a university-based teaching practicum (microteaching) context. Within this activity system, pre-service teachers as subjects use mediating tools or artifacts available to them within the university community to achieve their goals within the class. As Wertsch (1991) put it, “human action typically employs ‘mediational means’ such as tools and language, and these mediational means shape the action in essential ways” (p. 12). The mediating tools are salient in achieving the goals that EFL pre-service teachers pursue in microteaching, which is discussed in greater detail in the findings chapters. In the process of learning to teach within this context, pre-service teachers must also follow the rules applied within university contexts and share responsibility for the division of labor.

The second triangle diagram on the right, on the other hand, represents another activity system, student teaching (the school-based teaching practicum). Similar to the activity system on the left, in conducting student teaching, pre-service teachers use mediating artifacts to achieve particular goals by taking into account the rules applied in schools and the division of labor in the school community. As this context is not similar to the university based-teaching practicum, the mediating tools available for pre-service teachers may not be similar. While some tools and identities that pre-service teachers develop in university setting are imported to school settings, potential tensions and contradictions may emerge as a result of differences between two settings. This may lead pre-service teachers to appropriate their use of mediating tools and their positionality as

they interact with components within the school community. The intersection of objects in the middle of the diagram indicates the negotiated objects or goals that pre-service teachers have as the result of tensions and contradictions they experience in response to conflicting expectations between university and school-based teaching practica.

In relation to identity development, Figure 2.1 illustrates the negotiated identity of pre-service teachers in the intersection between university and school activity systems. The identity pre-service teachers develop during the university practicum is not necessarily fully enacted in the school-based teaching practicum, due to the conflicting expectations of university and school communities. As a result, teachers may develop new identities as they interact with others in each practicum setting, as shown in the intersection of goals in Figure 2.1.

As illustrated in Figure 2.1, activity theory provides potential insights into the identity development of pre-service teachers. As argued by Daniels and Warmington, (2007),

the way in which subjects are positioned with respect to one another within an activity carries with it implications for engagement with tools and objects. It may also carry implications for the ways in which rules, community and the division of labor regulate the actions of individuals and groups” (p. 382).

With this in mind, activity theory’s focus on “the ways in which individuals begin to adopt particular practices and ways of thinking to solve specific problems or challenges within a setting” (Grossman et al., 1999, p. 12) is useful for capturing the complexity of pre-service teachers’ identities as they learn to teach in two different practica.

Activity theory's additional emphasis on dominant value systems and social practices, as outlined in Grossman, Smagorinsky, and Valencia (1999), is useful for understanding the process of learning to teach. The authors further argue that activity theory illuminates how teachers choose pedagogical tools to inform and carry out their practices. Thus, in the context of my research on pre-service EFL teachers, activity theory allows me to view the identity construction and enactment of participants as they position themselves and are positioned during the process of learning to teach in each practicum setting. The six components of an activity system, comprised of goals, mediating tools, objet, community, rules, and divisions of labor within an activity setting, provides clues on how the subject, in this case the participants exercise their agencies as they interact with interrelating components within the activity system. For example, participants' choices of mediating tools provide clues to how they want to be identified. The relationship between participants as the subjects and the division of labor as well the community can also provide clues about how the participants exercise agency in the construction of their teacher identities in light of the available resources and the existence of tensions within the activity system in each setting.

Considering that language is an important semiotic tool in mediating cultural artifacts within activity systems (Lantolf & Thorne, 2006), as well as a tool a subject uses to achieve goals, it is crucial to investigate closely how language is used. Additionally, since my research was situated in a multilingual setting where multiple languages were in play, focusing on language use in the process of learning to teach is important in order to understand the identities pre-service teachers enacted. In line with Gee's (2014a) argument that "we use language to get recognized as taking on a certain identity or role,

that is, to build an identity here and now” (p. 33), I looked closely at the language used by pre-service teachers in order to gain insights about their emerging identities. In so doing, I employed an additional lens from post-structural theory, positioning theory, which focuses on language as social discourse.

Positioning Theory

Situated within the umbrella of social constructionism, positioning theory is considered a poststructuralist theory. By emphasizing that “social phenomena are to be considered to be generated in and through conversation and conversation-like activities” (Harré & van Langenhove, 1999), positioning theory is “one way to uncover how individuals construct and enact identities during moment-to-moment interactions” (Vetter et al., 2013, p. 233). In a similar vein, Kayi-Aydar (2015) argues that with its focus on the “social construction of identities and the world through discourse” (Kayi-Aydar, 2015, p. 95), positioning theory is helpful for understanding a person’s multiple identities as shaped by the discourses he or she involves. While the term “discourse” has been defined across many different disciplines (Kayi-Aydar, 2015), in a general sense, discourse refers to language in use (Fairclough, 2003; Gee, 2012, 2014a, 2014b). In the context of this study, I adopted Gee’s (2012) definition of “big ‘D’ Discourses.” According to Gee (2012), Discourses with a capital “D” are “ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing, that are accepted as instantiations of particular identities” (p. 3). While “discourse” with a lowercase “d” refers to “stretches of talk or writing” (Gee, 2000, p. 120), the capital “D” Discourse includes more than just language in use (Gee, 2000, 2012, 2014a).

More specifically, since it was my intention to understand how language is used in pre-service teachers' identity enactment in interacting with others in their teaching practica, I applied discursive positioning in my analysis. Positioning, defined by Davies and Harré (1999) as "the discursive process whereby people are located in conversation as observably and subjectively coherent participants in jointly produced storylines" (p. 37), can be used as a framework for understanding the relationships pre-service teachers build. For example, pre-service teachers may position themselves as learners when they interact with cooperating teachers, but they may position themselves as teachers or friends when interacting with students.

Additionally, since "positions are relational, in that for one to be positioned as powerful others must be positioned as powerless" (Harré & van Langenhove, 1999, pp. 1–2), the positionality that pre-service teachers assume during their interactions in teaching practicum contexts provides clues to how they view themselves as teachers in given settings. Furthermore, it also provides insights into the negotiated identities pre-service teachers enact within university and school settings. As Davies (2000) argues, "with positioning, the focus is on the way in which the discursive practices constitute the speakers and hearers in certain ways and yet at the same time are resources through which speakers and hearers can attempt to negotiate new positions" (Davies, 2000, p. 105). Thus, positioning theory can be a helpful tool for understanding identity through discourse.

Research Gaps and Conclusion

Based on this review of literature, I have identified several gaps that call for further research. First, most of the research conducted on non-native-English-speaking teachers took place in English-speaking countries where pre-service teachers were enrolled in graduate TESOL programs. As a result, the identity of NNES teachers in these studies is mostly theorized through their capacity to negotiate identity as they teach in English-speaking countries. Within this context, NNES teachers are often portrayed as powerless and less qualified due to their non-native speaker status. Just as research finds that contexts shape teachers' identity construction, the literature itself may not represent how pre-service, NNES teachers develop identities within their home countries, in which they share similar backgrounds with their students.

The second research gap relates to pre-service English teachers' identity construction in multilingual and EFL contexts. While abundant research has been conducted in many non-English-speaking countries, only a few studies focus on the development of teacher identity in multilingual and EFL contexts. Considering that multiple languages are at play in multilingual settings, the identity that pre-service teachers develop as they learn to teach may not necessarily be similar to EFL contexts, where most students share the same mother tongue. While some studies have been conducted in multilingual contexts, none of them focuses on the enactment of identity that pre-service teachers actually display in the classroom. My research, through its focus on pre-service EFL teachers' identity development in broader Indonesian contexts, is therefore an attempt to fill this gap.

The next gap addressed by my study relates to research frameworks and methods for studying teacher identity in non-native English-speaking countries. While most teacher identity research in both English and non-English-speaking countries has been approached qualitatively, researchers in English-speaking countries have applied more diverse research frameworks and methods in their studies, resulting in a richer interpretation of teachers' identity. On the other hand, research in non-English-speaking countries is mostly framed within sociocultural theories and relies primarily on interviews as the main source of data collection.

In light of the multi-dimensionality of teacher identity, there is a need to consider identity from different angles in order to expand the breadth and depth of study in this field. Briefly stated, my study addresses this methodological gap by conducting teacher identity research that is framed by sociocultural and post-structural theories and that focuses on both the enactment of identity in classroom contexts and the identities pre-service teachers describe in interviews. In the following chapter, I discuss my research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

This study aims at understanding the process of learning to teach and the development of teacher identity among pre-service EFL teachers enrolled in a teacher education program at a particular Indonesian university. Specifically, it explores the evolution of their identities as they learn to teach in two different practicum contexts (university and school), and how they develop their identities in relation to their peers, their students, and others in each teaching context. As noted in the previous chapter, activity theory and positioning theory serve as my theoretical frameworks. These lenses enable me to situate my participants as subjects of the activities they engage in during both practica, as well as to examine how they position themselves in relation to connected subjects within each teaching context. While activity theory is useful for capturing the complexities of learning in each practicum setting, including the tensions pre-service teachers encounter, positioning theory adds a critical lens that allows me to investigate the identities pre-service teachers enact as they interact with their peers and their students. Positioning theory, in particular, allows me to pay specific attention to teachers' language use, one of the key mediating tools within an activity theory framework. Together both frameworks complement one another in illuminating how pre-service EFL teachers' identities evolve as they learn to teach within two different settings.

Rationale for Qualitative Research

One primary motive for conducting qualitative research is the need to explore a particular problem which cannot easily be measured (Creswell, 2013). Following Creswell's argument, since teacher identity is difficult to measure, I employ a qualitative methodology in my research. Bogdan and Biklen (2007) argue that qualitative methods can be distinguished from other methods based on several factors: a natural setting, descriptive data, an emphasis on process rather than outcomes or products, inductive data analysis, and a primary focus on participants' perspectives. These characteristics align with my goal to understand the process of learning to teach and identity development by going directly to the settings where they occur and interacting with study participants (Marshall & Rossman, 2016). As my study seeks to explore how pre-service EFL teachers learn to teach and develop their identities during the process, I began with no prior knowledge about participants' construction and enactment of their identities. Thus, the study's preliminary nature makes the results difficult to measure quantitatively. Additionally, since this study does not test any existing hypotheses and is intended to examine participants in their everyday educational environments, it aligns with Richards and Morse's (2013) recommendation that qualitative methods are appropriate for research aiming to learn from participants as they make meaning of their experiences within a natural setting. As my study emphasizes participants' perspectives as well as my own reflexivity, it clearly falls within a qualitative research paradigm.

Since qualitative research also positions the researcher as the primary instrument for collecting information (Bogdan & Biklen, 2007; Marshall & Rossman, 2016; Merriam, 2009), the approach allows me to gather data by interviewing participants,

involving myself as an observer at research sites, and gathering and analyzing necessary documents related to teachers' experiences in each setting. These methods of data collection provide me with multiple sources and opportunities to understand participants' identity development as they learn to apply their knowledge of teaching in practicum settings.

Additionally, an epistemological stance rooted in interpretivism influenced my decision to select qualitative research as the most appropriate method for my study. As an interpretivist, I hold the view that "human behaviors are fluid, dynamic, [and] changing over time and place" (Johnson & Christensen, 2012, p. 35). Thus, I believe that participants' experiences are not the same and can only be understood through close interaction and observation. Similarly, Neuman (2011) explains that an interpretative stance focuses on "meaningful social action, socially constructed meaning, and value relativism" (p. 101). This viewpoint implies that individuals construct their own realities and perspectives, which in turn influence how they understand their worlds, what they see as important, and how they believe they should act. An interpretative stance thus aligns with qualitative research, which is based on a constructivist paradigm that sees truth as "relative" and "dependent on one's perspective" (Baxter & Jack, 2008, p. 545).

Rationale for Qualitative Case Study

Considering that one of the key purposes of my research is to provide a detailed, rich description of pre-service EFL teachers' learning processes and identity development in Indonesian teacher education contexts, a qualitative case study is an ideal methodology. This design affords me the opportunity to conduct in-depth analyses of my participants' identity construction and development as they learn to teach in two different

settings. A case study research design, according to Creswell (2013), is a qualitative approach in which the investigator

explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observation, interviews, audiovisual material, and document and reports), and reports a case description and case themes (p. 97).

Furthermore, since a qualitative case study is a research approach that “facilitates exploration of a phenomenon within its context using a variety of data sources” (Baxter & Jack, 2008, p. 544), this design allows me to better understand the in-depth cases under study through multiple data sources. As a case study “allows investigators to focus on a case and retain a holistic and real-world perspective” (Yin, 2014, p. 4), it also helps researchers focus on understanding a particular matter more thoroughly. Yin (2014) specifically argues that a case study is the optimal approach for research that exhibits three particular characteristics: first, it is aimed at answering “how” and “why” questions; second, it relates to contemporary events; and third, the researcher has little or no control over participants’ behavior. Considering that my research focuses on how participants learn to teach and develop identities over which I have no control, a qualitative case study is the most appropriate method of study.

In terms of research design, my study can be categorized as descriptive and multiple-case within Yin's (2003, 2014) framework. It is descriptive because I am interested in describing how individual pre-service teachers in my study develop their teacher identity, and it is multi-case because it involves six participants. In Stake's (1995)

definition, however, my project is considered an instrumental and multiple case study. Stake (1995) categorizes case studies in three groups based on the researcher's intent: intrinsic, single instrumental, and multiple or collective. According to Stake (1995), an intrinsic case study applies to a case that is unique or interesting in and of itself and requires detailed description. On the other hand, a selection of a case (or cases) aimed at understanding a specific problem or concern constitutes an instrumental case study. Finally, in a multiple or collective case study, a researcher is interested in studying a specific issue and uses multiple case studies to illustrate that issue from different perspectives. For my research, since I have an interest in understanding the phenomenon of EFL pre-service teachers' identity development, a collective instrumental case study makes most sense.

Within this design, my unit of analysis is a case, that is, an individual EFL pre-service teacher. Since a case is considered a bounded system (Stake, 1995), it is important to determine what bounds my case. Researchers suggest various ways of binding a case, namely, by time and place (Creswell, 2013), time and activity (Stake, 1995), and definition and context (Miles & Huberman, 1994). Thus, incorporating all of these definitions, the boundaries of my case include the activity of EFL pre-service teachers in learning to teach in an English teacher education program in an Indonesian university. It is additionally bounded by the time frame of the study, in this case during the two semesters when teachers' practica occurred. My case also focuses specifically on pre-service teachers who were currently completing teaching practica in university and school settings at the time of the study.

Research Sites and Participants

My research took place in two sites. The first phase of the study was conducted in a microteaching class offered at an Indonesian university, in which pre-service teachers learned alongside their peers and a teacher educator. The second part of the research took place in the schools where pre-service teachers completed their student teaching. In presenting relevant details about research sites and participants, I maintain the anonymity of specific settings and subjects by referring them by pseudonyms in order to fulfill the ethical requirements in terms of confidentiality.

The first research site was Equator University (the pseudonym I will use throughout the rest of this dissertation), a public university in Kalimantan Island, one of the five large Islands in Indonesia. Located in a mid-size town, Equator University (EU) offers various majors ranging from physical science to the social sciences, including English teacher training and education, and grants Bachelor's degrees, Master's degrees, and doctoral degrees in certain fields. EU is comprised of nine departments, including Teacher Training and Education, which houses the English teacher education program and currently offers six different concentrations (sports science, educational science, language arts education, elementary education, social science education, and math and science education). Like many other teacher training programs in Indonesia, EU offers a four-year undergraduate program in English education focusing on teaching English as a foreign language. Graduates receive a Bachelor's degree in education and are qualified to teach English as a foreign language in secondary schools. However, in order to be hired by a public school, graduates must also pass the National Teacher Employment Examination. Additionally, although they are technically qualified to teach, with recent

application of government policy about teacher certification, graduates must also undergo an additional year of training in order to be considered fully certified and receive a higher salary.

As part of their degree requirements, student teachers in the program must pass two teaching practica (one university-based and one school-based) in addition to the other courses required by the university. EFL pre-service teachers must also pass required courses in linguistics and related educational subjects in order to graduate (*Equator University Academic Guide*, 2014). A complete list of courses in the English teacher education program can be seen in Appendix A.

The first teaching practicum, referred to as “microteaching,” is a required course offered at Equator University for pre-service teachers in the education program. It counts for two credit hours, and is a preparation for student teaching, aimed at providing opportunities for all pre-service teachers to apply their acquired knowledge in practice. During the class, each pre-service teacher demonstrates mini lessons to his or her peers under the supervision of a university instructor.

As my follow-up study also focuses on student teaching, the research sites include six additional secondary schools where pre-service teachers completed their school-based teaching practica. These sites are all located in the same city as the university and are listed below in Table 3.1:

Table 3.1

Demographic Profiles of School Sites

Placement School (Pseudonym)	Type of school	Number of Students
Ramayana Middle School	Public school	Over 1000
Barata High School	Public school	Over 800
Damai High School	Islamic-based public school	Over 700
Maju Middle School	Public school	Over 800
Sentosa Middle School	Islamic-based public school	Over 700
Tunas Middle School	Private school	Over 150

Sample Selection Procedure

In accordance with my study's purpose, sample selection involved recruiting participants from both university and school settings. Since the teaching practica took place at different times, sample selection was determined in several stages. The first stage consisted of selecting participants for a pilot study. Since the purpose of the pilot study was to explore how pre-service teachers developed and enacted different identities during the required microteaching practicum at Equator University, participants were selected purposefully according to criterion sampling. Some of the criteria included being at least nineteen years of age and currently enrolled in the microteaching class in order to participate in the study. The age criterion aligns with IRB requirements for the state of Nebraska, which mandates that parental consents is not necessary for participants nineteen and older. Additionally, study participants had to provide consent in order to be observed and interviewed.

In order to locate potential participants for the pilot study, I first contacted involved parties such as the dean, the chair of the English education program, and the

microteaching instructors. Since I was a formerly a staff member in the department, obtaining permission for classroom observations did not require a complicated process. For courtesy reasons, however, I emailed my teaching colleagues one month before the study began to ask if I could observe their classes.

The selection of my research participants was done purposefully and randomly, in the sense that I did not specifically choose who would be involved. Rather, I invited all students in the microteaching classes I observed to participate in my study. However, invitations for interviews were only sent to those whom I observed performing teaching demonstrations, so any students who might have been willing to participate but did not present on the days I observed were not included. In order to secure participants, I first observed the classes I had access to and distributed informed consent agreements to all class members in attendance. I then observed each student who gave consent and followed up with a request for an interview. Of the twenty-eight students I observed, eighteen agreed to be interviewed. The demographic profiles of the participants I observed and interviewed can be seen in Table 3.2:

Table 3.2

Sampling Distribution and Demographic Profiles of Pilot Study Participants

Participant (Pseudonym)	Sex	Age	Year	Ethnicity	First Language	Religion
Adi	Male	20	3	Malay	Malay	Islam
Arifin	Male	24	5	Malay	Malay	Islam
Dara	Female	20	3	Malay	Malay	Islam
Elisa	Female	21	3	Malay	Malay	Islam
Ema	Female	20	3	Malay	Malay	Islam
Herman	Male	23	5	Malay	Malay	Islam
Juniar	Female	21	3	Malay	Malay	Islam
Lara	Female	21	3	Malay	Malay	Islam
Lela	Female	21	3	Javanese	Javanese	Islam
Lili	Female	19	3	Madurese	Madurese	Islam
Oktarina	Female	20	3	Malay	Malay	Islam
Prita	Female	20	3	Malay	Malay	Islam
Puput	Female	20	3	Malay	Malay	Islam
Tamara	Female	20	3	Javanese	Javanese	Islam
Tata	Female	20	3	Malay	Malay	Islam
Toto	Male	22	4	Javanese	Malay	Islam
Yani	Female	20	3	Malay	Malay	Islam
Yuyun	Female	21	3	Javanese	Javanese	Islam

The next stage of sampling involved selecting participants for my follow-up study, which aimed to explore how EFL pre-service teachers learn to teach in a school-based teaching practicum. I solicited pre-service teachers whom I had observed and interviewed in microteaching by contacting them through Facebook and asking whether they were willing to participate in my follow-up study. Facebook was used because I had difficulty contacting teachers by other means, as many participants provided Indonesian phone numbers and thus could not be contacted while I was in the United States. Since most of them had Facebook accounts, I searched for their names and sent them friend requests. However, since not all the teachers I had interviewed used their real names on

Facebook or had Facebook accounts, I could not contact all of them. Of the nineteen student teachers I observed and interviewed, I was able to reach eleven via Facebook. Seven pre-service teachers who were completing practica at different schools responded that they were willing to participate in my follow-up study. I then contacted the schools where the teachers were placed, all of which gave me access to their sites. However, one student teacher withdrew from the study before I had the opportunity to conduct classroom observations at her school, but another student was willing to participate in her place after a colleague at the same school referred her to me.

Of these seven participants, one male pre-service teacher was part of a different cohort. Unlike the other six participants, who were in their fourth year of study, he was in his sixth year. I decided to exclude this student in order to better understand how typical pre-service teachers in the same university teacher education program learn to teach and develop their teacher identity. Accordingly, the focal participants in my study consisted of six students and involved six schools. The details of the focal participants can be seen in Table 3.3:

Table 3.3.

Sampling Distribution and Demographic Profiles of Follow-Up Study Participants

Participant (Pseudonym)	Sex	Age	Year	Ethnicity	Placement School
Adi	Male	20	4	Malay	Ramayana Middle School
Ema	Female	20	4	Malay	Barata High School
Prita	Female	20	4	Malay	Damai High School
Puput	Female	20	4	Malay	Maju Middle School
Tamara	Female	20	4	Javanese	Sentosa Middle School
Yani	Female	20	4	Malay	Tunas Middle School

The last stage of participant selection was completed in April 2016, after I decided to collect additional data to better understand how pre-service teachers develop teaching identities and learn to teach in different settings. In order to provide a wider range of perspectives and gain insight into how university supervisors and mentor teachers view pre-service teachers in the process of learning to teach, I recruited teacher educators and cooperating teachers as additional participants. To select these participants, I contacted the teacher educators who supervised my focal participants and the cooperating teachers who became mentors for the pre-service teachers I observed in school settings. I used social media, such as Line and Whatsapp, to send invitations asking teacher educators and cooperating teachers to participate in my study. I also contacted teachers who did not use social media via phone call and text message. All seven cooperating teachers and four of the teacher educators I contacted agreed to be interviewed. However, since one teacher educator was seriously ill at the time of data collection, I did not interview him. Of the seven cooperating teachers, six were included in the data analysis. This was because the participant from a different cohort was eventually excluded, so his cooperating teacher was excluded as well.

Data Collection Methods

The data collection methods in my study included classroom observations in both university and school settings, in-depth interviews with each focal participant, individual interviews with cooperating teachers and teacher educators, a focus group discussion with focal students, and an analysis of practicum documents (English curricula and student teaching reports) and classroom artifacts (lesson plans and syllabi).

The data gathering process began soon after I obtained Institution Review Board (IRB) approval from UNL and gained access to the research sites, as illustrated by the time line in Table 3.4:

Table 3.4

Data Collection and Time Frame

Type of data collection	Time frame
Observation and interviews for pilot study	May-June 2015
Observation and interviews for follow-up study	November-December 2015
Focus group discussion and crosscheck interviews	January-February 2016
Individual interviews with teacher educators and cooperating teachers	June-July 2016

The data collection process also involved several forms of data, which I elaborate in the following sections.

Classroom observations.

Observation is one of the primary tools of qualitative research (Creswell, 2013a; Marshall & Rossman, 2016), and is often used in case studies (Simons, 2009). According to Simons (2009), there are five reasons for conducting formal observations. First, they provide opportunities for researchers to gain a comprehensive picture of a site, which cannot be obtained solely by speaking with participants. Second, they can be used to document important incidents or events for further analysis and interpretation. Third, they can help researchers discover values and norms applied within the settings under study. Fourth, they can be used to capture the experience of participants who are less articulate

in verbal communication. Finally, observations are often used as a crosscheck for interview data. In my study, however, the interviews provided supplemental information, while classroom observations were the primary source of data, as they allowed insights into how pre-service teachers learned to teach in two practicum settings. I began by collecting data on how pre-service teachers learn to teach in a university-based microteaching practicum. For this round of data collection, I directly contacted the microteaching instructors to ask for permission to observe their classes as soon as I obtained IRB approval.

In order to observe microteaching classes for this study, I left for Kalimantan for four weeks in early May 2015. I conducted fourteen total observations, which ranged from thirty minutes to three hours in length and varied depending on the schedules of the teacher educators' seven microteaching classes. Table 3.5 outlines the pilot study observation demographics:

Table 3.5

Pilot Study Observation Demographics

Instructor (Pseudonym)	Number of Observations	Number of Students being Observed	Total Time Spent in Classes
Mrs. Daniati	1	1	1 hour and 30 minutes
Mrs. Ernawati	3	6	4 hours and 30 minutes
Mr. Indra	1	3	1 hour and 30 minutes
Mrs. Rima	2	7	4 hours and 30 minutes
Mr. Untung	4	5	6 hours
Mrs. Wina	1	1	0.5 hours
Mr. Zuri	2	5	3 hours

In the seven classes I studied, I was able to observe and take notes on lessons presented by twenty-eight different teachers. Of these pre-service teachers, twenty-three were female and five were male. In two of the classes, I merely observed demonstrations. For the other five, I served as a participant observer by acting as a student or teacher educator and commenting on the performances. Since my dissertation eventually narrowed its focus to six participants, I include the details of those observations in Table 3.6.

Table 3.6

Microteaching Observation Demographics

Participant	Lesson topic	Level of students taught	Presentation length
Adi	Congratulations	Grade 8	16 Minutes
Ema	Insects	Grade 7	18 Minutes
Prita	Biography	Grade 11	25 Minutes
Puput	Procedure Texts	Grade 10	27 Minutes
Tamara	Factual Reports	Grade 11	35 Minutes
Yani	Motivation	Grade 12	25 Minutes

Next I observed participants' student teaching in school settings. However, because my follow-up study involved different sites, the original IRB approval had to be modified. As soon as I obtained updated approval in November 2015, I started the classroom observation process. For this round of data collection, I left Lincoln at the beginning of the second week of November for a month.

After introducing myself to the school principals and cooperating teachers, I scheduled class visits with each pre-service teacher. I conducted these observations from mid-November to early December 2015. I observed four of the teachers three times, one four times, and one five times. Each observation ranged from sixty to ninety minutes,

bringing the total observation time to around thirty hours. The student teaching observation demographics can be seen in Table 3.7:

Table 3.7

Student Teaching Observation Demographics

Participant (Pseudonym)	Placement School	Grade Level	Number of Observations	Total Time
Adi	Ramayana Middle School	8	4	5 hours and 5 minutes
Ema	Barata High School	12	3	4 hours and 10 minutes
Prita	Damai High School	11,12	5	6 hours and 50 minutes
Puput	Maju Middle School	8	3	6 hours
Tamara	Sentosa Middle School	9	3	4 hours and 20 minutes
Yani	Tunas Middle School	7	3	4 hours

While each observation was recorded via audio, three participants also consented to having their classes videotaped. During these classroom observations, I typically sat at the back of the room and wrote notes documenting participants' actions and interactions in order to gain insight into their enacted teacher identities. The classroom observation protocol is outlined in Appendix B.

Interviews.

Following the classroom observations in both university and school settings, I requested a follow-up interview with each pre-service teacher. These interviews, as one of the primary methods of data collection in qualitative research (Creswell, 2013; Marshall & Rossman, 2016), were conducted to understand how participants made meaning of their interactions and identity development in each setting. As Simons (2009) notes, an in-depth interview has “the potential for uncovering and representing unobserved feeling and events that cannot be observed” (p. 43). To this end, I also asked

questions about what the teachers learned in each practicum. In order to keep track of the information I gathered, I used semi-structured interview formats for both settings, following the protocols outlined in Appendixes C and D, respectively.

After the first round of interviews, I conducted a follow-up interview with each participant as a data crosscheck. While some of the interview questions were derived from emerging patterns I noticed in classroom observations and initial interviews, I also used a semi-structured format to ask about teachers' identity development and acquire additional demographic information. These interview questions can be seen in Appendix E.

Once the study analysis was in progress, I felt the need to collect additional data in order to better understand participants' identity development from the perspective of others involved in their process of learning, namely, teacher educators in the English program and cooperating teachers in school settings. I thus proposed another change to the IRB protocol for my study. As soon as I obtained approval for this change in May 2016, I contacted several teacher educators and cooperating teachers to set up interviews. Seven cooperating teachers and three teacher educators agreed to be interviewed. For this round of data collection, I traveled to West Kalimantan in June 2016. While these interviews drew upon emerging themes from the data, they used a semi-structured format as a starting point. The interview protocols for cooperating teachers and teacher educators can be seen in Appendixes F and G, respectively.

Focus group discussion.

Focus-group interviews, which originated in marketing research and have been widely adapted in social science research (Barbour, 2007; Marshall & Rossman, 2016),

are often used to supplement other qualitative data (Hatch, 2002). Focus groups, according to (Hatch, 2002), are comprised of individuals with similar characteristics or shared experiences who sit down with a moderator to discuss a topic (p. 24). In order to gain a better understanding of participants' collective teaching practicum experiences, especially regarding shared issues they might have been hesitant to discuss during individual interviews, I decided to administer a focus group. This informal two-hour discussion took place on January 30, 2016, after all student teachers had completed their practica, and was attended by four focal student teachers. The focus group additionally served as a source of data triangulation in order to improve the rigor of the study.

During the focus group interview, I acted as a moderator and guided the conversation. While I prepared four main questions for discussion (see Appendix H), the conversation often went beyond these topics. Perhaps this was due to the focus group's informal nature, as it took place in a café and thus allowed participants to eat and talk amongst themselves while commenting on each other's practicum experiences.

Document and artifact analysis.

The last data collection method employed in my study was document and artifact analysis, which provided secondary data to supplement the primary data obtained through in-depth interviews and classroom observations. Classroom artifacts were also collected in order to triangulate data. Marshall and Rossman (2016) explained that "the analysis of documents is potentially quite rich in portraying the values and beliefs of participants in the setting" (p. 164). The documents and artifacts I analyzed are related to pre-service teachers' practicum experiences, including lesson plans from microteaching and student teaching, student teaching reports, syllabi, and the required English curricula from which

teachers derived their lesson plans. At the time of data collection, some of the schools under study were transitioning from a previous curriculum (KTSP Curriculum) to the new Curriculum 2013, which was implemented on a provisional basis by the Indonesian government. Both curricula are thus featured in the study.

A summary of data collection can be seen in Table 3.8:

Table 3.8

Summary of Research Participants' Information and Obtained Data

Participant Pseudonym	Classroom observation		Interviews								Document collection		
	Micro teaching	Student Teaching	1st	2nd	3rd	FGD	Teacher Educator		Cooperating Teacher		MT LP	ST LP	ST Report
Adi	16 Min	305 Min	20 Min	45 Min	31 Min	*	Zuri	-	Farah	56 Min	*	*	*
Ema	18 Min	250 Min	30 Min	39 Min	13 Min	-	Ernawati	17 Min	Henri	22 Min	*	-	*
Prita	35 Min	410 Min	25 Min	36 Min	20 Min	*	Ernawati	25 Min	Rani	44 Min	*	*	-
Puput	27 Min	240 Min	30 Min	20 Min	17 Min	*	Untung	25 Min	Hartanti	41 Min	-	*	*
Tamara	35 Min	260 Min	40 Min	44 Min	34 Min	*	Untung	25 Min	Imam	27 Min	*	*	*
Yani	25 Min	240 Min	30 Min	30 Min	14 Min	-	Wina	25.5 Min	Endah	17 Min	*	*	*
Total	3.7 hours	29.8 hours	3.4 hours	4.1 hours	2.6 hour	1 hour		1.1 hours		3.5 hours			
Note: FGD: Focus group discussion, MTLP: Microteaching lesson plan, STLP: Student teaching lesson plan, *indicates available, - indicates unavailable													

Data Analysis

In line with my interest in understanding the complexities of how pre-service teachers learn to teach and develop identities, the data was first analyzed based on an activity theory framework (Engeström, 1987, 2008). The activity theory lens was used to identify the interrelating factors in each teaching context and the challenges that pre-service teachers experienced in their teaching practica. In so doing, I began by rereading the data in order to identify the objects or motives of pre-service teachers' instructional activity systems in microteaching and student teaching contexts, and other components of each participant's activity system, such as mediating tools, rules, community members,

and divisions of labor. As a guideline, I referred to Yamagata-Lynch's (2010) definitions of each of the activity system components when coding the data:

The subject is the individual or groups of individuals involved in the activity. The tool includes social others and artifacts that can act as resources for the subject in the activity. The object is the goal or motive of the activity. The rules are any formal or informal regulations that in varying degree can affect how the activity takes place. The community is the social group that the subject belongs to while engaged in an activity. The division of labor refers to how the tasks are shared among the community. The outcome of an activity system is the end result of the activity (p. 2).

After I identified all the components in both university and school activity systems, I analyzed the emerging contradictions and tensions in each system. Within the context of the study, however, I used the term “tensions” (Smagorinsky, Cook, Moore, Jackson, & Fry, 2004) instead of “contradictions” to refer to challenges or obstacles that pre-service teachers encounter in their activity systems when the components are not aligned with each other. Partly, this is because the challenges were not necessarily the result of contradictions; rather, they may be due to a misalignment of interrelating components within an activity system.

Additionally, in order to create a rich description of each case being studied, all data were analyzed to generate emerging themes. Since my study's focus on observations and follow-up interviews aligns with ethnographic methodology, I followed the recommendations of Emerson, Fretz, and Shaw (2011) for an iterative process involving a line-by-line data analysis of ethnographic field notes and interview transcripts.

Accordingly, I revisited the observation data several times to make sense of the interactions I witnessed. As soon as I returned from each classroom visit, I wrote out my field observations and reflections in readable form. I then read the field notes closely and composed in-process memos attempting to identify what I saw in the classroom. Next I coded the notes using two different methods: open and focused coding. During open coding, I read the notes line by line to identify ideas, themes and issues. During focused coding, I reanalyzed each line for evidence of topics identified during open coding. As Emerson et al. (2011) suggested, field notes should be treated as a data set through which the researcher goes back and forth, reviewing and reexamining what has been written down while consciously seeking themes, patterns, and variations within the record. In order to assist with data coding and management, I also used MaxQDA, a qualitative data analysis software.

Additionally, participant interviews were recorded, transcribed, and analyzed for emerging themes. I read the transcripts closely and grouped them under similar labels and categories, following Saldaña's (2015) method of employing several cycles of coding and a constant comparative method (Corbin, Strauss, & Strauss, 2008). While the interview coding process resembled the open and focused coding used for observation data, the use of several cycles helped further refine the previous codes. I again used MaxQDA to organize the categorizing process and observe connections between field notes and interview data. Figure 3.1 shows the screen shot of MaxQDA data analysis software and how it displays the list of categories, coding sections, and the retrieved data.

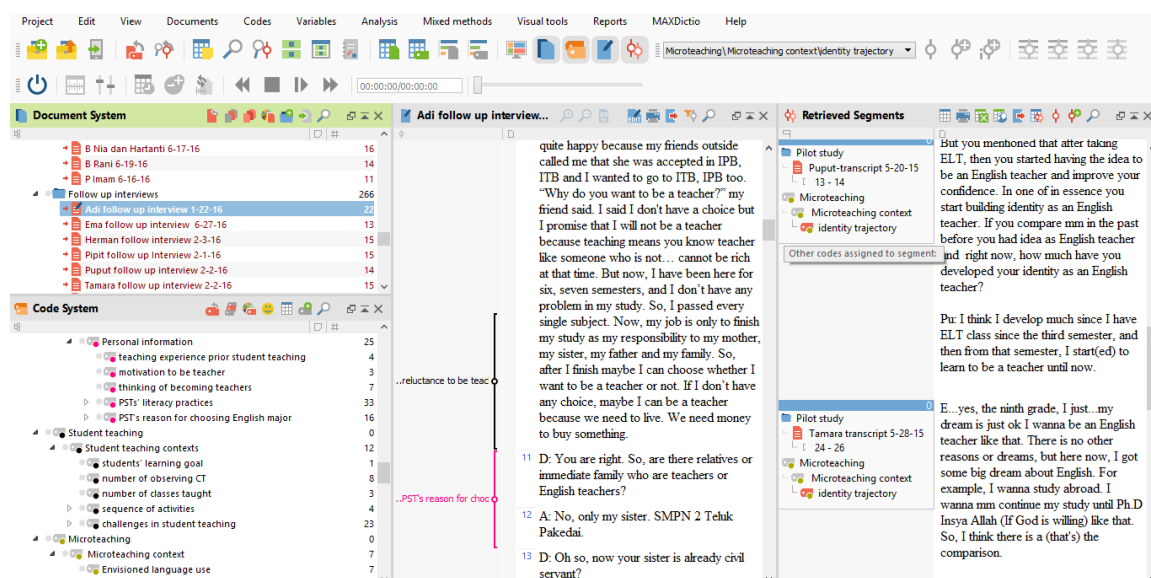


Figure 3.1 Management and analysis Data Sample in MaxQDA Program

As shown in Figure 3.2, MaxQDA has four windows that enables me to view my stored data and retrieve it quickly. The document system on the upper left side shows documents I uploaded. The code system at the lower left side shows the codes I created. The middle window shows my original data from which my codes are derived. The retrieved segments on the right side of the window show the retrieved data I need. This setup also enables me to compare and contrast data, as I can selectively choose which data to be displayed at any given time.

In order to acquire a vivid picture of how pre-service teachers enacted identities in classroom settings, I also conducted a discourse analysis of their classroom activities. After observing teachers in person and repeatedly listening to and watching recordings of their classes, I was able to identify salient features in their processes of building identity through language use. The language used in each activity was then analyzed based on

discursive positioning (Davies & Harré, 1990) and the identities building tool, one of Discourse analysis tools suggested by Gee (2014b). In applying this tool, Gee (2014b), specifically advises the discourse analyst do the following:

For any communication, ask what socially recognizable identity or identities the speaker is trying to enact or to get others to recognize. Ask also how the speaker's language treats other people's identities, what sorts of identities the speaker recognizes for others in relationship to his or her own. Ask, too, how the speaker is positioning others, what identities the speaker is "inviting" them to take up (p. 116)

In order to conduct a discourse analysis of pre-service teachers' interaction with the students in the classroom, I followed the activities recommended by Sarroub (2004), including cataloguing and analyzing taped discourse data. In cataloguing the discourse data, I listened carefully to the recorded classroom observations, paused regularly, and wrote down the actions that pre-service teachers performed during their teaching activities. After cataloging the data and identifying minute-by-minute interactions between pre-service teachers and their peers and students, I selected specific interview segments related to teachers' identity enactment through language use and analyzed those segments discursively.

The last stage of data analysis involved combining all data, including observations, interviews, the focus group discussion, and supplementary documents and classroom artifacts, in order to identify and support emerging themes from the primary data collection methods. In so doing, I imported all the obtained data into a MaxQDA file and compared and contrasted the data to corroborate my findings. Furthermore, because a

case study is “a description of a specific configuration of events in which some distinctive set of actors have been involved in some defined situation at some particular point of time” (Mitchell, 1984, p. 237), all data gathered were meant to provide detailed descriptions of each research participant in his or her process of learning to teach. Findings were organized by case, with each individual narrative serving as a “telling case” through which “the particular circumstances surrounding a case serve to make previously obscure theoretical relationship suddenly apparent” (Mitchell, 1984, p. 239). For example, in order to support my claims about pre-service teachers’ enacted identities in classroom settings, I provide evidence from the field in form of vignettes or excerpts.

Ethical Considerations

Ethical considerations are one of the most important aspects of conducting research (Creswell, 2013; Hammersley & Atkinson, 2007; Neuman, 2011; O’Reilly, 2012; Stake, 2010). Ethical concerns here relate to protecting participants’ privacy and other rights (Neuman, 2011). Even though many participants may not be fully aware of research ethics, a researcher must attend to ethical concerns in all stages of his or her work (Creswell, 2013), in accordance with a moral and professional obligation to act ethically (Hammersley & Atkinson, 2007; Neuman, 2011). In order to comply with research ethics, I sought IRB approval from my home institution, the University of Nebraska-Lincoln, prior to collecting data. Formal ethical approval was not required by my research sites, although I did obtain permission from each site prior to beginning my study. Throughout my research, I made every effort to comply with ethical standards.

At the beginning of my study and in initial contact with the first site, I fully disclosed my research purposes and protocol to the Dean of Teacher Training and

Education, university administration, the English department chair, and all potential participants. Furthermore, since my dissertation began with a pilot study involving classroom observations, I asked permission from all English teacher educators, school principals, and cooperating teachers beforehand. Ethical concerns were also addressed throughout the process of data analysis and reporting by assigning pseudonyms to participants and using data to “fairly represent what I hear and see as a researcher” (Lichtman, 2013, p. 55).

Qualitative Validity and Trustworthiness

Lincoln and Guba (1985) propose four criteria for determining the trustworthiness of qualitative research: credibility, transferability, dependability and confirmability. Credibility refers to the validity of the study in which a qualitative researcher demonstrates that he/she “has represented those multiple constructions adequately” (Lincoln & Guba, 1985, p. 296). Lincoln and Guba (1985) suggest several methods for improving the credibility of a qualitative study. Some of the relevant methods for my study include “triangulation and member checking” (p. 301). In line with Lincoln, and Guba (1985), other scholars also consider triangulation a key strategy for improving the validity of qualitative research (Creswell, 2013; Marshall & Rossman, 2016; Stake, 1995). Marshall and Rossman (2016) define triangulation as “the act of bringing more than one source of data to bear on a single point” (p. 262). This triangulation process, according to Creswell (2013), “involves corroborating evidence from different sources to shed light on a theme or perspective” (p. 251). For this study, I triangulated among various sources of data, including classroom observations, participant interviews, and document and artifact analysis. In addition, I conducted member checks with focal

participants in order to improve the rigor of my study. I sent field notes and interview transcripts to each participant toward the end of the data collection process and encouraged them to provide necessary feedback or additional information as they deemed fit. Of the six participants, two responded with additional clarification and information about what I had written. The other four participants verbally confirmed that the data was accurate as I represented it.

The next criterion is transferability, which refers to “the ways in which the study’s findings will be useful to others in similar situations, with similar research questions or questions of practice” (Marshall & Rossman, 2016, p. 262). To achieve this quality of transferability, I provide thick descriptions of my site selection, sampling criteria, research contexts, methods of data collection, data management, and analysis, as well as my interpretation procedures, so that findings can be transferred into wider and additional research contexts with similar characteristics. My research on EFL pre-service teachers’ identity development in Indonesia may thus be useful for those who are researching similar topics and similar research contexts.

Dependability is an additional criterion for trustworthiness. According to Lincoln and Guba (1985), it is equivalent to the conventional term “reliability” can be partially achieved through similar ways as credibility is achieved. Lincoln and Guba (1985) argue that “since there can be no validity without reliability (and thus no credibility without dependability), the establishment of the former is sufficient to establish the latter” (p. 316). In order to achieve this quality, I triangulated my data and conducted member checks.

The other final criterion is confirmability, described as “the ways a qualitative researcher can parallel the traditional concept of objectivity” (Marshall & Rossman, 2016, p. 262). To achieve this quality of confirmability, I sought to minimize my individual biases and assumptions by using participants’ own words and reporting fully their practicum experiences, and how these experiences contribute to their teacher identity development.

Researcher Positionality

In qualitative research, positionality and reflexivity are essential considerations (Berger, 2013; Creswell, 2013; Merriam, 2009). According to Berger (2013), reflexivity is “a major strategy for quality control in qualitative research” (p.1). Consistent with this quality control, Merriam (2009) uses the term “integrity” (p. 219) to indicate the need for qualitative researchers to explain their biases, dispositions, and assumptions regarding the research being conducted. Since researchers bring assumptions, beliefs and values to their study (Creswell, 2013), qualitative research assumes that biases cannot be avoided. Thus, this active acknowledgment is manifested in how researchers “position themselves” in their studies (Creswell, 2013, p. 20). Creswell (2013) further argues that reflexivity is manifested into two ways. First, a researcher explains his or her experience with the phenomenon being investigated; next, the researcher discusses how this experience shapes his or her interpretation of the phenomenon.

Keeping in mind the importance of reflexivity in qualitative research, I acknowledge that this study has been influenced by my worldview, prior experience, and professional background. My approach to research is informed by an ontological assumption that there are multiple realities, as well as by the belief that knowledge is

socially constructed and that people make meaning based on the contexts in which they interact. That being said, I am aware that other pre-service teachers' experiences are not necessarily similar to mine. Along with these ontological assumptions, I hold the epistemological view that getting as close as possible to my research participants is the only way I can make sense of their experiences.

In terms of my prior familiarity with the phenomenon being studied, I consider myself as having similar experience to my research participants. I graduated from the university where my research took place and eventually become a member of the teaching staff there. As part of the requirements for obtaining my bachelor degree in education, I also completed teaching practica in university and school settings. With this in mind, I am aware that I played two simultaneous roles in this study. On one hand, I functioned as an insider visiting my former workplace. Within this context, I positioned myself as a teacher educator and a former English pre-service teacher. As both a participant and an observer, however, I am fully aware that I bring my own subjectivity to this research, which both limits and broadens my perspective on the topic being investigated.

As a former teacher educator at the research site, I also had previous experience supervising student teachers during their practica. While this position gave me a sense of the complexities and struggles participants experienced while learning to teach, it also potentially shaped my interpretation of teachers' interactions and the study findings. However, this awareness broadened my understanding of how pre-service teachers use strategies or tools to overcome challenges in their classrooms. Additionally, my role as a

teacher educator provided key advantages, such as easy access to the research sites and communication with participants.

I am also aware of the power imbalance between myself as a teacher educator and the pre-service teachers as students, which potentially influenced how participants responded to my queries. Although at the time of data collection I was not currently serving as a teacher educator at the research site, the pre-service teachers still considered me as an authority figure whom they respected and possibly felt pressured to please. As a result, I ensured participants that their involvement was entirely voluntary, and that withdrawing from the study would not affect their relationship with me or with other colleagues.

Finally, as a former pre-service English teacher myself, I am aware that my interpretations were influenced by my prior teaching experience. However, since the context and time frame of this study were different from the context and the time frame of my own student teaching, I was able to consider participants' identity development from different perspectives. Unlike the pre-service teachers I observed, for example, I taught English as a foreign language at a school without access to tools like PowerPoint and the internet. As a result, I utilized different teaching approaches than my study participants. An acknowledgment of this personal bias therefore helps me set aside my prior beliefs and experiences while conducting research. In the following chapter, I report findings on how individual pre-service teachers learned to teach in both university and school settings and how they enacted their identities as teachers within each teaching context.

CHAPTER 4

FINDINGS

In representing the findings of my study about how pre-service teachers of English as a foreign language learn and develop teacher identity through microteaching and student teaching, I follow the format for reporting a multiple-case study suggested by Yin (2014). Specifically, I employ a classic multiple-case study format, which “consists of the single cases, presented as separate sections, and followed by an additional chapter covering the cross-case analysis and results” (p. 184). Even though my study is bounded by a university teacher education program as a case, it specifically delves into an in-depth analysis of each of six pre-service teachers’ identity development as they participate in their respective teaching practica. The rationale for this method is that each of the pre-service teachers I studied taught in a different school setting and thus had a unique teaching experience.

In this chapter, I present each case as a separate narrative focused on two main categories: the complexities of learning to teach in two different practicum settings, and the enactment of pre-service teachers’ identities in each setting. The complexities of learning to teach are represented in the form of interrelated components in two activity settings (microteaching and student teaching), with tensions emerging in each activity system. The enactment of identity in classroom settings is represented in the analysis of “big-D Discourse” following Gee’s (2014b) framework, including language use.

In an attempt to understand how each case or individual pre-service teacher learns to envision him/herself as an English teacher within classroom contexts, I use discourse analysis tools suggested by Gee (2014), including big-D discourse, identity building,

social language, and figured world tools. I also use several symbols in the excerpts: (.) is a full-sentence terminal pause of approximately one second, similar to a period. (,) is a half pause of approximately one-half second, similar to a comma. (!), (?), (::), and (aud) are signals of a raised tone, a question, the elongation of a syllable, and a sign of inaudible utterances, respectively. Capitalization (ABCD) indicates stress and loudness, while italics (*abcd*) indicate non-English words. [[abcd]] represents the author's English translated words, and [abcd] denotes inserted words for clarification of meaning.

Case One – Adi, the Authoritative and Caring Teacher

Demographic Information

Adi is from Pontianak City and identifies himself as a Malay. He was twenty years old at the time of data collection. Adi is the youngest child in his family and has one older sister, a middle school English teacher in a nearby town. His father is a civil servant and his mother a housewife. Like many Indonesians, Adi is multilingual. He speaks Malay, Indonesian, English, and a little bit of Arabic and German. He started learning English when his mother required it in the fourth grade. His knowledge of Arabic came from a private Islamic elementary school in Pontianak City where he spent almost six years, along with a year of learning Arabic in high school. He also attended *TPA (Taman Pendidikan Alquran)*, an after-school program focusing on learning Arabic for beginners. Additionally, Adi studied German for two years in high school as his elective language subject. His multiple languages serve several different functions in his life. In daily interaction, Adi uses Bahasa, Indonesian, or Malay to interact with people around him. For him, English is only used for work or study purposes. He uses Arabic for religious purposes, such as prayers and Qur'an recitation. He no longer uses German

since graduating from high school. In his spare time, Adi sometimes reads sport articles in English. When he feels lonely and has time, he likes to write poems or stories in Indonesian.

Adi began his teacher education after graduating from a prestigious public high school in Pontianak City with a concentration in science. Adi's initial dream was to be a doctor, but because of family financial difficulties he could not afford to pursue his college education in the major he wanted. With his father as the only breadwinner, the family could not afford to send Adi to a medical school. Although he was envious of friends who attended the colleges of their choosing, he could do little to change his situation. In addition to his desire to become a doctor, Adi also wanted to study pharmacology, but it was still too expensive for his family. He then thought of continuing his college education by majoring in engineering, but his mother did not allow it. Learning from family experience, since Adi's aunt took over seven years to finish her study in engineering and then ended up jobless, Adi's mother initially rejected his plans. Adi lost his motivation to continue his college education since he could not study in the major he wanted. However, under the influence of his mother and his sister, who was studying English at the time, Adi was finally persuaded and took their advice.

Beginning his study in English education without any motivation to teach, Adi had a difficult time articulating his identity as a teacher. As he progressed, however, he excelled in English studies classes. He began thinking of becoming a teacher when he was in the fourth semester of his teacher education program, a year before he took his microteaching class. Feeling intimidated by the obligation to student teach in the following year, Adi tried to equip himself with teaching skills and experience first. He

applied to be an English teacher at an individually owned institution where people learn English informally, in the city and was accepted. However, even after Adi finished student teaching, he was still unsure whether teaching would be his future career.

Despite his reluctance, Adi followed the path to becoming a teacher required in his study. In the following section I discuss how Adi learned to teach in both a microteaching class in a university context and student teaching at Ramayana Middle School, and how his identity as an English teacher evolved over two teaching practica.

Complexities of Learning to Teach in a University Setting

Adi's microteaching class met in a university classroom which had two turbo black fans hung near the ceiling on both sides of the back wall and a projector hanging in the middle. A large wooden teacher's desk was placed in front of the class, just three feet away from the entrance. A wide whiteboard faced the front of the room. There were also about forty wooden chairs with tables attached to them in five rows, although some chairs were broken and unattached. At the time of Adi's teaching presentation, one of his peers was absent. His three other peers sat far away from one another, while the university instructor sat in the right front row of the class. Acting as an observer, I sat in the second row in the middle of the class.

Viewed from an activity theoretical perspective, Adi's microteaching class is a collective activity which involved five student teachers, including Adi, and was facilitated by a university instructor, Mr. Zuri. Since the course counted as two credit hours, it would normally meet once a week for 100 minutes. In Adi's microteaching class, however, the meetings were arranged based on an agreement between Mr. Zuri and the rest of the students. In each meeting, two or three students took turns presenting a

mini lesson based on a curriculum used in secondary schools. On average, each student presented his or her lesson in fewer than twenty minutes. Following each presentation, the university instructor and peers provide feedback. This cycle lasted until each pre-service teacher performed well enough to be considered ready for student teaching. Accordingly, the course could have either more or fewer meetings than other university courses. The university instructor thus played an important role in deciding whether to let student teachers pass the class. In the same way, peers' attendance was also very important.

Within the microteaching class, Adi's teaching demonstration is also an instructional activity system in which Adi as subject was an agentive player who utilized available resources to achieve his goals and enacted his teacher identities as he interacted with his peers as part of his community, as illustrated in Figure 4.1:

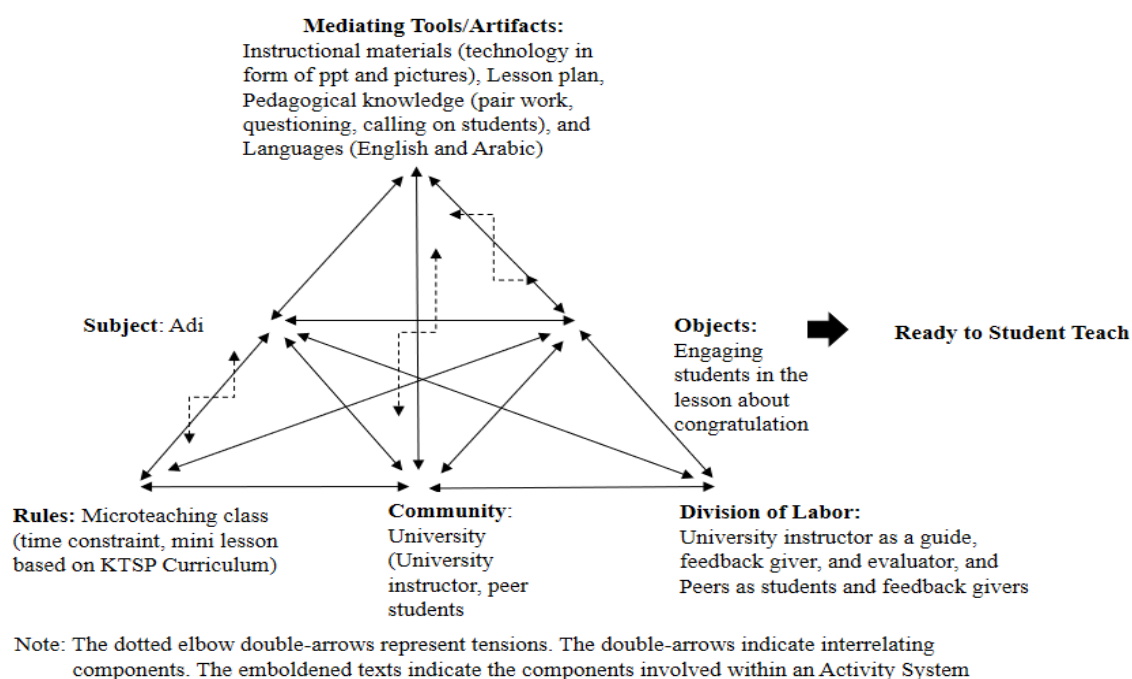


Figure 4.1. Configuration and tensions in Adi's microteaching activity system

As Figure 4.1 demonstrates, on this particular day Adi had one main goal or object to accomplish: engaging his peers, who pretended to be eighth grade students for his lesson on congratulating others. Adi used various mediating tools available to him within the university community, consisting of his peers and a university instructor. As part of the division of labor, his peers acted as students and feedback providers. In addition to being a facilitator, the university instructor also served as an evaluator and feedback giver. Furthermore, Adi's interaction with the community was mediated by rules applied within the class. For example, Adi's lesson needed to be twenty minutes or shorter and based on the KTSP Curriculum.

The utilization of tools in learning to teach in a university setting.

Since the context of Adi's teaching practicum was a university classroom with his peers as his students, he was able to use various mediating tools in achieving his goal. As shown in Figure 4.1, Adi utilized technology-based instructional materials such as PowerPoint and incorporated pictures as a mediating tool in his teaching demonstration. However, his choice of technology as a tool was not coincidental. In the following excerpt, Adi explained his decision to use a PowerPoint presentation for teaching his peers:

I'm willing to maximize the facilitation we have in the classroom. So, when we have the LCD projector, it is being used. So, it is useless, for example, we have an approach for it, but we do the conventional way to ask the students. Because this material need[s] pictures, need[s] umm something that is presented in front, rather just opening the book. (Adi, Interview 5/25/15)

In the interview excerpt above, it is clear that Adi used PowerPoint because it was available to him. Consequently, he took advantage of the available campus facilities to teach his peers. His decision to use technology might also stem from his own learning or the knowledge he gained from taking education courses, considering that his teaching demonstration took place in a university setting.

In addition to mediating tools involving technology, Adi utilized pedagogical knowledge as a tool in teaching his peers. Taking into account Adi's goal of teaching his audience to congratulate others, he asked class members to engage in a paired work activity to practice speaking with their peers. In addition to this activity, Adi used questioning strategies to engage students in the tasks, especially when explaining and reviewing the material.

In terms of language as a mediating tool, Adi was able to use English almost exclusively in teaching his peers, with some additional Arabic for opening and closing his lesson. While this was likely possible because Adi is fluent in English himself, it might also be a result of his beliefs about how to teach English most effectively. Another potential reason is that the community within Adi's activity system was a university class in which each community member was proficient in English, and thus able to interact with one another in a shared language. Adi justified his reasons for using full English in his microteaching class: "Yeah, in microteaching I used full English because the students are my friends. They have the same level of English like me about the knowledge, about the ability, of comprehending the language itself" (Adi, Interview 1/22/16). While Adi's reasons for using full English may indicate that he was imagining the ideal community of students he wanted to teach, and considered microteaching as not entirely useful, this

may also indicate that Adi's identity projection is influenced by people he interacted with and the community in which he was involved.

Challenges of learning to teach in a university setting.

While a university setting provided Adi with a myriad of resources to apply his teaching knowledge in practice, it was not without challenges. As shown in Figure 4.1, several tensions emerged, with notable tensions occurring at the secondary level. For example, Adi experienced tension within the rules of his activity system, especially in delivering his lesson. His lesson plan was intended for eighty minutes. However, because the actual time permitted was less than twenty minutes, Adi could not cover all the tasks he had prepared for the entire teaching period. The only task completed in the classroom was creating a dialogue, and the time allotted for that task was only two minutes. Fortunately, because the students were Adi's peers and possessed a high level of English proficiency, they could instantly construct the dialogue as requested.

The second tension occurred between the mediating tools and the community. In his teaching demonstration, Adi utilized his pedagogical knowledge about promoting interaction in order to task pairs of students with creating a congratulatory dialogue, as teaching emphasizing meaningful use of language is emphasized in university setting. However, there were only three students in his class, so one student did not have a partner. This constraint made it impossible for Adi to apply his knowledge about creating an engaging English classroom involving many students. Furthermore, it was difficult for him to create an interactive game for students or to try out activities designed for a larger classroom. Within the activity system, these tensions between subject and mediating tools

and between subject and rules apparently inhibited Adi's ability to reach his microteaching goal, another tension he encountered.

Complexities of Learning to Teach in a School Setting

Adi completed his teaching practicum at Ramayana Middle School in the heart of Pontianak City, the home of several popular schools with highly competitive admissions. At Ramayana, which had over 1000 students attending at the time of data collection, students received English instruction twice a week in eighty minutes classes. Adi taught three of the nine eighth grade sections (B, C, and D) for his student teaching, and I was able to observe his 8C and 8D classes. The 8C class consisted of 31 students (seven male and 24 female), and 8D consisted of 36 students (twelve male and 24 female). At the time of my visits, all students wore uniforms and sat in rows facing a white board. On Mondays and Tuesdays both male and female students wore navy blue pants and white, long-sleeved shirts. Head covers were white for those who chose to wear them. All students were required to wear black shoes. On Wednesdays and Thursdays, students wore black pants and shirts with a traditional logo in light blue, orange, black, and brown, with girls wearing long sleeves and boys wearing short sleeves. On Fridays and Saturdays, the students wore scout uniforms: dark brown pants, long sleeves, and head covers, with a similar pant color required for the women wearing head covers.

Student teaching in the Equator University teacher education practicum can be viewed as another activity system which takes place in a school context. While student teaching as a whole is a collective activity with the goal of preparing pre-service teachers and involves cooperating teachers, school personnel, students, and university supervisors, Adi's teaching activities can also be viewed as an instructional activity system in a

smaller scope, involving a cooperating teacher and his students. Figure 4.2 illustrates

Adi's instructional activity system in school classroom contexts:

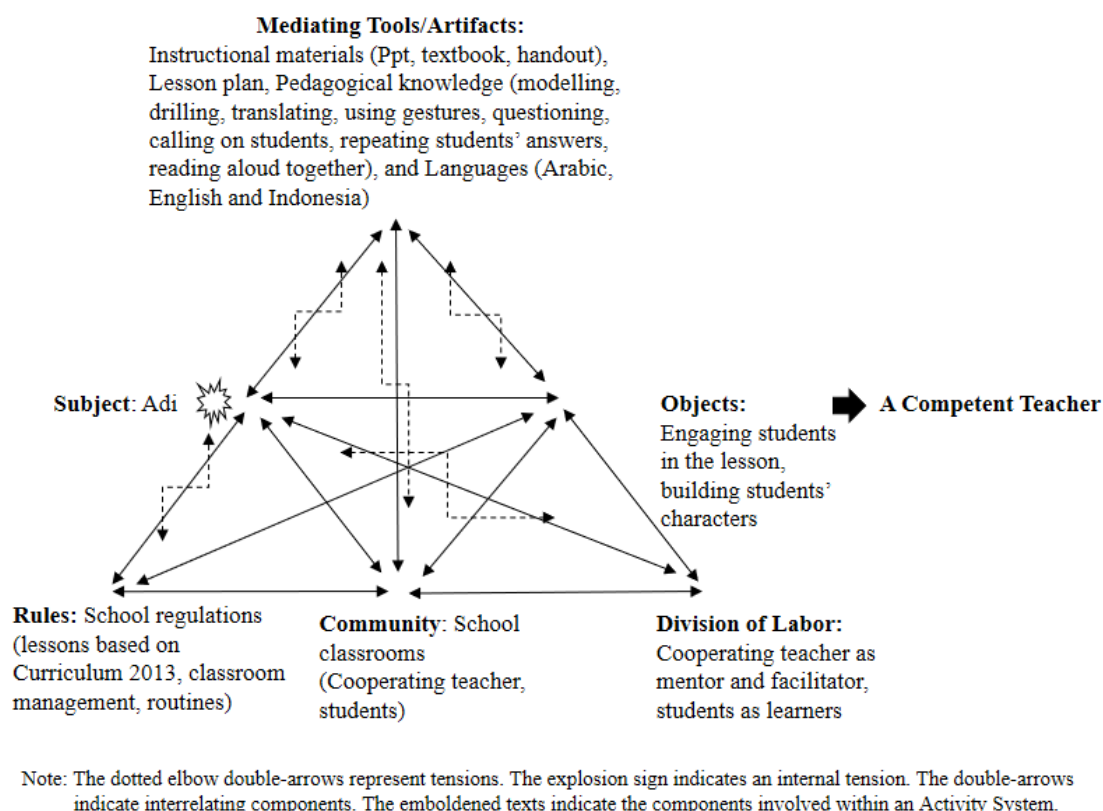


Figure 4.2. Configuration and tensions in Adi's student teaching activity system

As illustrated in Figure 4.2, Adi acted as the subject of an activity system in a school setting and had several objects to accomplish. In addition to engaging students in the lessons, Adi aimed to help build their character. For example, he wanted students to be motivated, participate actively in classroom tasks, understand his explanations, and demonstrate good manners. This emphasis on character building is based on Curriculum 2013, a new curriculum being piloted in several Indonesian schools, from which Adi created his lesson plans. To meet these two goals, Adi used various mediating tools

available to him within the school community, consisting of his students in the eighth grade A, B, and C classes and a cooperating teacher, Mrs. Farah, a woman in her early forties who had been teaching in the school for three years. As part of the division of labor, Adi's students acted as learners studying English as one of their school subjects. In addition to acting as a mentor who guided Adi in his student teaching, the cooperating teacher also served as a facilitator by providing Adi opportunities to teach her classes. Adi's interaction with the community was further mediated by rules applied within classroom settings. For example, his English lesson lasted eighty minutes per section and was required to cover topics prescribed in the school syllabus based on Curriculum 2013. Classroom management was another guideline that Adi needed to attend to in his teaching.

The utilization of tools in learning to teach in school setting.

Since the context for Adi's teaching was a school classroom that was not equipped with an installed projector, he did not always use technology in his lessons, even though he deemed it an important pedagogical tool. While he taught with PowerPoint presentations when he could access one of the two projectors available for the entire school, Adi also creatively used the remaining available resources to achieve his instructional goals. For example, instead of relying on technology, he made use of textbooks, handouts, and whiteboards as his main instructional materials. The following vignette illustrates how Adi explained material to the students when he was not able to use technology:

After introducing the topic of the lesson for the day, a chapter on present continuous tense, Adi instructed the students to open their textbooks. He then

wrote “What am I holding?” on the whiteboard and read it out loud. When none of the students responded, Adi repeated, “What am I holding?” Still the students did not respond. Adi instructed the students to repeat what he said one more time: “I am holding?” Only a few students repeated after him. Adi used his left hand to signal that students needed to follow him while holding a board marker in his right hand, and instructed students to repeat after him several times until they all complied. Adi then asked, “What am I doing?” and instructed students to answer using a gesture. The students responded together, “I am holding a board marker.” Adi then switched to Indonesian and asked the meaning of a sentence: “*Apa artinya* [[what is the meaning of]] I am holding a marker?” One student translated into Indonesian, “*saya sedang memegang* [[I am holding]] a marker.” (Field Notes, 11/30/15)

As shown in the vignette, Adi utilized various tools such as the textbook to guide students in learning present continuous tense. Since he could not use a PowerPoint presentation, he did not have a technological aid to help explain the concept. In the absence of technology, Adi utilized a white board as his teaching media. He also used other instructional techniques, including gestures, modeling, and translating his explanations.

In addition to instructional materials, Adi used his pedagogical knowledge in the form of various teaching strategies to ensure that students participated and stayed on task. For example, he utilized tactics such as questioning and repeating answers to make sure the class was engaged in the lesson. Calling on students was also one of the strategies he used frequently. Additionally, reading aloud together was part of Adi’s plan to engage students in the lesson, especially when he wanted to discuss a textbook passage.

In terms of language as a mediating tool, Adi used multiple languages, including Arabic for greeting and both English and Indonesian for giving instructions. While he tried to use English as much as possible, he mostly used Indonesian for providing grammar explanations, teaching vocabulary, and putting emphasis on his explanations. In his interview, Adi justified his reasons for using a mix of languages: “Because I teach English, that's why I want to speak English as much as possible. But sometimes it may be difficult vocabulary, and when I use gestures and students still do not understand, so I will use native language” (Adi, Interview 12/3/15). An example of Adi’s use of English mixed with Indonesian is shown in the following vignette:

Adi started code switching from English to Indonesian in explaining simple present tense. To remind students about the topic, Adi asked, “when you hear about simple present tense, what would cross your mind? *Kalo kalian dengar* [[if you hear]], simple present tense, *apa yang terlintas di otak kalian* [[what crosses your mind]]?” As the students were silent, Adi provided more clarification: “Okay, perhaps you have learned this, simple and present, starting from when you were in elementary school, and in junior high school you may learn this.” Adi called a student and said, “Rita, what you have learned about simple present tense? *Gabungan apa ini* [[the combination of what is this]]? The very basic tense, tense *yang paling dasar. Untuk bercerita tentang apa?* [[Very basic, to inform about what?]] To talk about what?” A male student said, “Something in the present.” Adi clarified by repeating the answer and translating it into Indonesian: “Something in the present, *sesuatu yang terjadi saat ini, di masa kini* [[something that happens right now, this time]]. For example, you are...” The

students responded in chorus, “students.” Adi repeated the students’ answer and asked another question: “You are students, I am a...?” The students completed the sentence by saying, “teacher.” Adi then compared his past self to his present self by saying “Five years ago, was I teacher?” The students said, “no.” Adi continued, saying “I was a student.” He then explained the functions of simple present tense in English, occasionally switching to Indonesian (Field Notes, 11/18/15).

As shown in the vignette, Adi began code switching from English to Indonesian and code mixing by combining both languages as he introduced the concept of simple present tense and provided an explanation of the topic. While it was clear that Adi utilized both English and Indonesian, he claimed that he did not specifically decide which part of his instruction should be in Indonesian. Rather, he used his instincts to switch to Indonesian when he noticed his students had trouble understanding him in English. As he explained, “I don't have any intention. When I speak in English and students understand, I will keep my English. But when the students don't understand, maybe I will use Bahasa. But remember, the portion should be English 70%, and Bahasa is 30%” (Adi, Interview 12/3/15)

Adi’s utilization of mediating tools was connected to the school community, in which his decision to use particular mediating tools depended on the availability of resources and the capability of students. In the case of using English as the dominant language in his teaching, for example, it was possible because students in this particular school had a relatively strong ability to understand instruction in English, as Adi mentioned in the focus group: “In [Ramayana Public Middle School], it is required that

[English teachers] use 90% English. Even though the students do not ask in English, they understand when we [the teachers] use English” (Adi, Discussion 1/30/16). While Adi’s cooperating teacher did not specify the required percentage of English in the classroom, it was expected that English teachers use the language as much as possible. As Mrs. Farah explained, “I think--or in my view there is no problem if Adi speaks English or Indonesian, but we have to know the circumstances of the class. At that time, we are studying English, I think it is better to use English” (Mrs. Farah, Interview 6/22/16) It is clear that English should be encouraged during English lessons whenever possible.

Tensions in Adi’s school instructional activity system.

Several tensions were found in Adi’s instructional activity system in school settings, as indicated in Figure 4.2. While most tensions occurred between the subject and other activity components, Adi also experienced internal tensions. For example, he wanted students to be active, but seemed dissatisfied when they asked him several questions. In the focus group discussion, Adi expressed his frustration in dealing with students:

I have to observe the classroom. I know the teacher is strict, I know the students are afraid of her. That's why if I teach the students like our tutor, it will be the same and students will freeze. But the problem is when I teach the other ways, the students will be quite naughty, *kayak apa ya? Kayak kuda lepas dari kandang gitu* [[just like? Like a loose horse from its stable]]. So they are stuck with the tutor, and because there is a new tutor, they can be naughty (Adi, Discussion 1/30/16).

As indicated in the above excerpt, Adi did not want to teach his students in the same way as his mentor teacher, yet he also encountered problems when applying what he considered a better way of teaching. Another internal tension he experienced was dealing with giving students turns to speak. For Adi, calling on students with lower abilities was one way to give them an opportunity to learn more, but at the same time he wanted students to answer his questions voluntarily. In the following excerpt, Adi explained how he often ignored students who raised their hands:

When I was explaining the material, we noticed that some students have low ability [abilities]. So, I always point to them, rather than students who can answer. But sometimes I know it's quite hard. I just call. Sometimes before I point to the students, smart students [have] already raised their hands, their hands up. So, before I asked more students to, they have raised their hands up. Sometimes I just keep pointing and give a chance to other students. (Adi, Discussion 1/30/16)

In addition to internal tension, Adi experienced tensions between other components of his activity system, as indicated in the following interview excerpt:

So, when I presented in microteaching, the curriculum was KTSP. So there was a different learning objective for the students. The learning objective for them was speaking. So, making a dialogue about complimenting, congratulating. The focus was that students will be able to speak and to write to make a dialogue, but now Curriculum 2013, the skills are integrated. Because our focus at the time of my presentation was about grammar, like simple present tense, the presentation maybe could be done just in open pairs. The students just came in front of the class and talked about what have they done from their homework? But now I

notice that when I did that, there's no time. So, just make sure that students can make it at home. So I guide in the classroom. Maybe next meeting, e... depends on the material also. When I teach giving invitations, asking for permission, of course they had to make a dialogue and present it in front of the class. But when you observed, for that lesson plan, there was no requirement to have a speaking activity in front of the class. (Adi, Interview 1/22/16).

As indicated in the excerpt above, Adi encountered several tensions in his teaching. One of them was in choosing mediating tools. While he wanted to incorporate classroom tasks that encouraged students to engage in communicative activities, such as presentations, it was not possible because the rules and the community did not support his decision. The use of Curriculum 2103 in the school where he student taught prevented him from focusing on particular language skills. Since he was teaching about simple present tense, asking students to practice different language skills was challenging. Additionally, because Adi was not aware of the requirement for students to have communicative practice when studying grammar, he opted not to incorporate communicative practice in his class. The number of students in the class also made it challenging for him to ensure every student had enough time to present. The tensions that Adi faced in his instructional activity system clearly influenced the goals he wanted to achieve, as he could not always finish the materials he had planned. He no longer focused on the use of English in meaningful communication, despite it being emphasized in the curriculum.

Additionally, it is also apparent that within the school context where Adi completed his student teaching, English was not viewed as an important language for communication outside classroom settings. While English instruction was conducted in

predominantly English, students never initiated conversation in English even during the English lesson. It is also apparent that within this school setting, English was learned merely as a school subject and for the test. As a compulsory foreign language subject that is tested in the national examination, English was viewed as an important subject in this school.

The Enactment of Teacher Identity in a Classroom Setting

When analyzed based on Gee's discourse analysis tools, Adi's two teaching practica provide insights about the identity he enacted in classroom settings. In the following section I discuss how Adi wanted to be recognized as an English teacher through his actions and social language use.

In terms of dress, for instance, Adi made an adjustment based on the contexts in which he taught. In microteaching, Adi dressed casually, wearing long tight pants with a collarless shirt. He dressed more formally when he went to Ramayana Middle School for student teaching, wearing loose pants combined with a batik shirt on most weekdays. On Monday, he wore an alma mater jacket when attending a school flag ceremony. While his choice of dress might be personal and related to the rules applied within university and school settings, his clothing nevertheless indicated that he was enacting a certain type of identity. In this case of dressing formally in school, Adi wanted to be recognized as a teacher in Indonesian school contexts who served as a model for his students, and as someone who complied with the school rules.

In addition to his choice of clothing, Adi also considered his appearance important when acting as a teacher, even though he did not feel that it was typical of him. In the interview, Adi revealed:

Yeah, a requirement also is that we are a model of a teacher. I am going to PPL (*Praktek Pengalaman Lapangan*/[[student teaching]]) to be a teacher, not be myself. So, when I had microteaching, still the one who can come to the class is myself. I came to class, this is me, the teacher to teach. They are my friends, and it's me, and I don't have any intention to be a real teacher in microteaching, but in PPL I should be, and sometimes I don't have neat hair. My hair is messy right now, but in PPL I had to re-comb so many times to make it neat (Adi, Interview 1/22/16).

As indicated in the excerpt, Adi was aware of how he wanted to be identified in both university and school settings. While he preferred to be identified as his “real” self in the microteaching class, he tried to be identified as a typical teacher in a school context, in which he became a model for his students in terms of the neatness of his physical appearance. This suggests that he wanted to demonstrate his professionalism as a teacher when he was in a school context.

Positioning of peers and students.

Within classroom contexts, Adi's language use also provides insights about how he positioned himself in relation to students and how the students positioned him. In his microteaching class, for example, when he presented a lesson about congratulation to his peers, Adi's social language illustrated that he did not treat them as his students even though he was acting as a teacher. The following excerpt shows how Adi began his teaching demonstration and introduced the topic of his lesson in microteaching class:

- 1 Adi: (aud) Thank you for coming because I know outside the weather is
- 2 not good, but you still come. It means u:h you've shown that you
- 3 are diligent students. I am really happy about it. So: before we

- 4 continue our lesson today, it's better for me to review what we have
 5 learned u:h last week. Last week, we learned about what? Nini?
 6 (Nini is not paying attention.) U:h what about you Dara? We
 7 talked...we talked about to give you someone compliment, what's
 8 that? we talked about?
 9 Dara: Complimenting.
 10 Adi: Complimenting. So, when we want to (aud) someone, one thing
 11 that we have noticed. The first we have to...we have to pay
 12 compliment to someone's appearance, someone's ability, and also
 13 achievement. But now, it's quite...u:h same with about
 14 complimenting. But u:h the next...so, we talk about...before we
 15 come to the congratulation...so, what if someone is in a special
 16 occasion? For example, you are going to someone's birthday, and
 17 what...what will you do? What will you say about that? Nini, what
 18 will you say? When you come to...she or he has a birthday party.
 19 Nini: Happy birthday.
 20 Adi: Happy birthday. That's very good. Happy birthday to you!
 21 So we call it what? The phrase about happy birthday to you?
 22 Dara: Congratulation.

As indicated in the excerpt, Adi began his lesson by thanking his peers for coming to the class despite the bad weather and said that he appreciated their presence (lines 1-3).

Given that the context of his teaching was a university setting, Adi's thanking his friends did not necessarily position them as his students. Even though he addressed the class as "diligent students," he still positioned himself as their equal. Perhaps he understood that without the presence of his peers, it would not have been possible for him to give a teaching demonstration that day. Accordingly, it was still important for Adi to thank the class and indicate that he was grateful.

In a similar fashion, Adi treated his peers differently than he would have treated middle school students. In reviewing the previous lesson (lines 5-18), for example, he did most of the talking and called on classmates directly to answer his questions. While Adi might have done this in response to the time constraints that he faced, it might also be because the students were Adi's friends, so he did not feel reluctant to call on them

directly. Adi, however, tried to teach as though his peers were middle school students. For example, he repeated their answers (lines 10 and 20) and lengthened a certain word (line 12) as a way to engage them in the topic. This indicates that Adi's identity was still a mix between a student and a teacher. The way Adi positioned himself in relation to his peers can also be seen in in another segment of his teaching demonstration, as shown in the following excerpt:

- 23 Adi: NOW complete this dialogue! (Shows a PowerPoint slide
 24 containing a dialogue with some missing words.) You can discuss
 25 with your pair. So, what will you say if, for example, your friend
 26 got the first winner prize in Olympic game?
 27 Dadang: What?
 28 Adi: What will you say? (aud) Guess what? Have you finished
 29 completing it?
 30 Dadang: Congratulation for your winning!
 31 Adi: Yes Mr. Dadang, CONGRATULATION. I want to congratulate
 32 you on your winning. That's good!

As shown in line 31, Adi addressed a more senior male peer with the title "Mr.". Even though Adi might be spontaneous, he seemed uncomfortable addressing his senior peer directly by name. This illustrates that he was still enacting an identity as a student rather than a teacher. In addition to calling on others by special names, Adi exclusively used English in his teaching demonstration, as indicated in both excerpts (lines 1-32). This observation provides insights into how Adi wished to be perceived as a teacher. In the microteaching context, he seemed to be developing an identity aligned with the idea that an English teacher should be competent and knowledgeable in the language he or she teaches.

In the student teaching context, however, Adi enacted different identities as an English teacher. In the classroom, for example, Adi did not begin his lesson directly.

Rather, he first performed certain classroom rituals, as indicated in the following excerpt:

- 33 Adi: (Standing next to the teacher's desk, ready with his computer. He
 34 raises his right hand to the chest level, giving a sign to the students.
 35 All of the students turn silently and bow their heads in prayer for
 36 several seconds.)
 37 Ani Attention!
 38 Ss: (Everyone stands up and speaks.) *As:sa:la:mu:alaikum wa:ro:h*
 39 *matu:llaahi wa: ba:ro:katuh:* [[May the peace, mercy, and blessings
 40 of Allah be with you]] (in chorus).
 41 Adi: *Walaikum salam warohmatullahi wabaro katuh.* [[May the peace,
 42 mercy, and blessings of Allah be with you too.]] Uh: good morning
 43 STUDENTS.
 44 Ss: Goo:d mor:ning SIR::
 45 Adi: You look: um: very tired/but: you're happy. RIGHT?
 46 Ss: Yes: (in chorus)
 47 Adi: Because you've done exercises u:h first, second, and the third
 48 lesson.
 49 Ss: (Overlapping answer).

Unlike in the microteaching class, Adi made adjustments to classroom traditions, such as letting students pray before his lesson and checking attendance, as show in lines 33-49.

This indicates that Adi was developing a teacher identity that fit into the school context.

Adi, however, enacted his teacher identity differently when he taught in different contexts. Unlike in microteaching, where he exclusively used English in explaining his teaching material and giving direct explanations, in the school classroom, Adi shifted between English and Indonesian throughout the lesson. While he claimed that he only used Indonesian when he sensed that students did not understand, in teaching he actually switched back and forth between English and Indonesian as shown in the following excerpt:

- 50 Adi: Okay. This is the example. Okay? I am fourteen years old. Renggar
 52 lives in Pontianak. I am a student. Something that happens again
 53 and again in the future. For example, I play football every weekend.
 54 So, every weekend I play football. *Diulang, minggu depan main*
 55 *lagi ya* [[being repeated, next week playing again]] next week I play
 56 again. I get up at five o'clock in the morning. Tomorrow, I get up at
 57 five o'clock, but remember, SST, when you want to make this
 58 sentence (aud), one thing you need to do, you need to do this, *yang*
 59 *saya birukan itu* [[the one I highlighted with blue color]] (pointing
 60 to the information on ppt slide). Adverb of: fre:?
 61 Ss: Frequency (in chorus).
 62 Adi: FREQUENCY. Okay. Let me - (shows a PowerPoint slide about
 63 adverbs of frequency).
 64 Tia: *Apa itu pak?* [[what is that Sir?]]
 65 Adi: What is an adverb of frequency? SST, LISTEN, listen to ME!
 66 Adverb of frequency is used to tell us how often something is done,
 67 always means 100 % percent. *Tadi saya bilang Dian datang ke*
 68 *sekolah jam?* [[I just said, what time does Dian come to school?]]
 69 Ss: Jam enam [[six o'clock]] (in chorus).
 70 Adi: *Hujan badai* [[thunderstorm]] she always comes at six o'clock. It
 71 means always 100%. Usually MEANS? USUALLY?
 72 Ss: *Biasanya* [[usually]] (overlapping).
 73 Adi: *Biasanya. Kalau biasanya selalu atau tidak ?*[[Usually. If usually,
 74 does that mean always or not?]]
 75 Ss: *Tidak::* [[No::]] (in chorus)
 76 Adi: For example, I usually go to the canteen.

As shown in the excerpt, Adi code switched from English to Indonesian in explaining adverbs of frequency (lines 50-73). While this was done to ensure students understand his explanation, it also suggests that he was a flexible teacher who accommodated students' different language abilities and indicates that he was developing multiple identities. Adi's use of different languages in the classroom is summarized in the following table:

Table 4.1

Adi's Language Use in School Classrooms and Its Possible Functions

Activities	Language used	Possible functions
Greeting	Arabic English	Social positioning Exposing students to the use of English
Checking attendance	English	Building rapport with students
Providing explanations	English Indonesian	Exposing students to English Ensuring students understand
Apologizing	Indonesian English	Making sure students understand, emphasizing
Answering students' personal questions	Indonesian	Giving information, clarifying information, emphasizing, explaining the topic
Motivating and closing lessons	English	Modelling English use for students

As shown in Table 4.1, Arabic, another language employed in Adi's teaching, was not used for explaining materials or giving instruction, but was primarily used for greeting. The greeting in English is considered to be part of school culture. In the interview, Adi noted, "Oh, Arabic. Basically, why we have to greet in Arabic, like *Assalamualaikum*. It is because of the culture. Every single school also applied this because they knew I am Muslim, and the school culture itself" (Adi, Interview 1/22/16). This was in line with what his mentor teacher argued: "In general, students of Ramayana Middle School before starting the class always greet, *Assalamualaikum*. Especially students [in] 8D or not sorry, 8B, 99% are Muslims. Yeah... different with 8C, fifty are Muslim. It is not... it is not... Verbally Adi said *Assalamualikum* or good morning" (Mrs. Farah, Interview 6/22/16). The use of Arabic for greeting was clearly linked to the wider social community, in which Indonesian Muslims speaking to other Indonesian Muslims shared similar norms.

In addition to multiple language use, Adi's teaching methods provide clues about how he wanted to be perceived. The following excerpt provides insight into the teacher identity that Adi was developing:

- 76 Adi: Ok. SIMPLE PRESENT TENSE. Uh, meaning:? Rio, read!
 77 (Shows a PowerPoint slide containing the definition of simple
 78 present tense.)
 79 Ss: (Laughing and noisy)
 80 Rio: Simple present tense.
 81 Ss: (Talking and noisy)
 82 Adi: SST LOUDER please! SST louder, *suaranya lebih keras!* [[louder
 83 your voice!]].
 84 Arya: Simple present tense.

As shown in the excerpt, Adi introduced his lesson about simple present tense and gave students a command to read, calling on one student to read aloud (lines 76-83). Yet because some students were busy and noisy, he attracted their attention verbally by saying "SST" (literal expression that is commonly used to ask students to be silent) and instructed the student to read more loudly in both English and Indonesian (line 82). Indonesian was used to place emphasis on his command and ensure that students understood what he was saying. Within this context, Adi was demonstrating the identity of a teacher who had the authority to control students' behavior. His authoritative figure was also shown in another phase of his explanation about simple present tense as shown in the following excerpt:

- 85 Adi: Listen to Arya.
 86 Arya: Simple present tense is to tell regular or repeated action.
 87 Adi: To tell regular or repeated
 88 action and something that is always true. Okay, now something
 89 true in the present. *Sesuatu yang benar di saat ini* [[something
 90 that is true right now]]. So, what is that?
 91 Ria: We are study. (Applause alone)
 92 Adi: Okay. Now I want to say, "Am I a doctor?"

- 93 Ss: NO: (in chorus)
 94 Adi: Am I a doctor?
 95 Ss: No:
 96 Adi: Am I a doctor?
 97 Tono: Manager, football manager uh::
 98 Adi: Am I a doctor? NO or YES?
 99 Ss: No:
 100 Adi: Is it true?
 101 Ss: Yes, no. (Overlapping answer)
 102 Tia: No, you are not a doctor.
 103 Adi: I am not a doctor. Yes? *Kalau saya bukan dokter. So masuk*
 104 *disini, [[If I am not a doctor, that fits here]], something true?*
 105 Ss: NO. (chorus)
 106 Adi: BUT, if I say I am a teacher?
 107 Ss: YES: (in chorus)
 108 Adi: Yes. Are you students?
 109 Ss: YES:
 110 Adi: Are you a doctor?
 111 Ss: NO: (noisy)

As shown in the excerpt (lines 85-111), Adi wanted students to understand when simple present tense should be used. Repeating a student's reading, as in line 86, was one of the ways he emphasized and drew students' attention to the topic. He then drilled them about the concept of something that is true at present (lines 92-111). In so doing, Adi showed that he was in control of the class and decided what the appropriate response was. For example, he ignored students who did not respond as he expected, as indicated in lines 91 and 97. Rather than commenting on students' responses, Adi continued the drilling activity. This indicates that he was enacting an authoritative identity as a teacher.

In addition to enacting identity as an authoritative teacher, Adi also showed that he was a friendly and caring teacher as indicated in the following excerpt:

- 112 Adi: *Sekarang [[Now]], you are now students. Saya juga ndak tahu*
 113 *ya. I don't know. Today I am a teacher, tapi saya nggak tahu*
 114 *kedepannya saya jadi artis atau yang lain [[but I don't know if I*
 115 *will be an artist or somebody else in the future]].*

- 116 Ss: Hu:h (applause).
 117 Adi: Now I am a teacher, okay? But I don't know. Something true in
 118 the present. You are students and I am a teacher, and now you are
 119 C eighth grade students, yes, *kalian kelas delapan sekarang*,
 120 [now, you are eight graders]] but next year you will be ninth
 121 grade. *Kalau sekarang kalian bilang kelas tujuh*, [[if you say
 122 seventh graders]], is it right?
 123 Ss: NO:

Unlike in the previous phase of his explanation where students were noisy and Adi showed an authoritative identity, and he became friendlier and more responsive to students' questions as he gained their attention. He explained in greater detail about when simple present tense is used (line 112). He also code switched and code mixed between English and Indonesian when he provided examples and explanations about simple present tense and the use of adverbs of frequency (lines 112-123). At this point, Adi was creating a conducive environment for students to learn. In addition to being authoritative and in control, Adi seemed to position himself as a teacher who cared about his students and was willing to make sure they understood his explanation. Using Indonesian to emphasize certain aspects of his explanation can also be linked to caring and having empathy for students who were struggling to understand his lesson.

Being positioned by students.

In general, Adi's students were very respectful of him. Their respect was shown both verbally and non-verbally. Verbally, students never called Adi by his first name. At the beginning and end of the lesson, they always stood up to greet him. In addition, they kissed his hand when they were late entering the class and before they went home. While these actions were part of school rules and tradition, the act of respecting the elderly is connected to Indonesian society in general. Kissing a teacher's hand, however, is not

generally an Indonesian tradition, yet it was highly encouraged in this particular school. According to Mrs. Farah, Adi's mentor, kissing teachers' hands is part of routine that students perform to show respect for older people. It was not only done inside the classroom, but also outside the classroom and in school areas. Whenever students met their teachers, they usually kissed their teacher's hand.

Despite the fact that Adi's students were generally respectful of teachers, they often behaved unexpectedly inside the classroom. In Adi's classes, for example, students did not always behave as he expected. The following excerpt shows how students interacted with him:

Adi was explaining the negative form of simple present tense and wrote a sentence on the whiteboard, beginning with "I don't." As he expected students to complete the sentence, a female student said, "I don't like you." Adi ignored what the female student said at first. The same student then called him and asked again, "*Pak...Pak...kalau*, I don't like you?" Adi just smiled and continued his explanation. (Field Notes, 11/26/15)

As indicated in the vignette, the female student positioned Adi in several ways. She addressed him politely, using the title "Sir" (a respected term for a male teacher), but then challenged Adi's position as a teacher. While she might have been joking, it was clear that this female student acted intentionally, positioning Adi as being disliked by his students. Students' positioning of Adi in the classroom is also indicated in the following excerpt (taken from classroom observation 11/18/15).

(It is exercise time. Students are doing a classroom task, and Adi is explaining at a student's table.)

- 124 Tio: *PAK, PAK* [[SIR, SIR]]. (A male student raises his hand and calls
 125 Adi loudly.)
 126 Heri: *PAK, PAK* [[SIR, SIR]]. (Another male student calls Adi loudly.)
 127 Ss: (Noisy, talking to their friends and working on the task.)
 128 Adi: (Moves to the front of the class.) You do first. Later we check,
 129 *YA. KERJAKAN DULU* [[YOU DO FIRST]].
 130 Rio: (aud)
 131 Adi: You need to discuss with your friends, *ya* [[yes]]. I just guide,
 132 but you will do independently.
 133 Ss: (noisy)(aud)
 134 Adi: (Walks to the teacher's desk and sits.)
 135 (Several minutes later, a female student carrying her book
 136 approaches him.)
 137 Ani: (Pointing to certain part of the book), *yang ini Pak?* [[this one
 138 Sir?]]
 139 Adi: *Tadi kan udah saya jelaskan yang ini* [[I already explained this
 140 part]]
 141 Ani: *Yang ini pakai* [[does this one use]] to be?
 142 Adi: Hm, hm.
 143 Ani: *Dan atau?* [[and or]]
 144 Adi: *Bebas* [[free]], not easily, *nggak apa?* [[no problem?]]
 145 Ani: *Oh nggak pakai*, [[Oh no need to use] do?
 146 Adi: *Kan*, [[It's]] to be. *Kalau* [[if]] do, *kan kalau dia kata kerja,*
 147 *makan, tidur* [[it's for verb, eat, sleep]].
 148 Ani: *Makasih pak* [[Thank you Sir]].
 149 Adi: Okay. (Gets up and walks around.)
 150 Tio: (Brings book and approaches Adi, followed by two other male
 151 students.)

As shown in the above excerpt (lines 124-151), students clearly did not feel reluctant to approach and ask Adi for help when needed. Even though Adi told the students to work independently or with peers (lines 128-132), they did not necessarily obey the instruction. This indicates that students positioned Adi as their friend and a person they could ask for help at any time.

The Evolution of Adi's Teacher Identity: A Summative Interpretation

Looking across his identity enactment in both teaching practica, it is clear that Adi's teacher identity was shaped by the contexts in which he taught. Figure 4.3 illustrates how learning to teach in university and school settings contributed to the development of Adi's teacher identity:

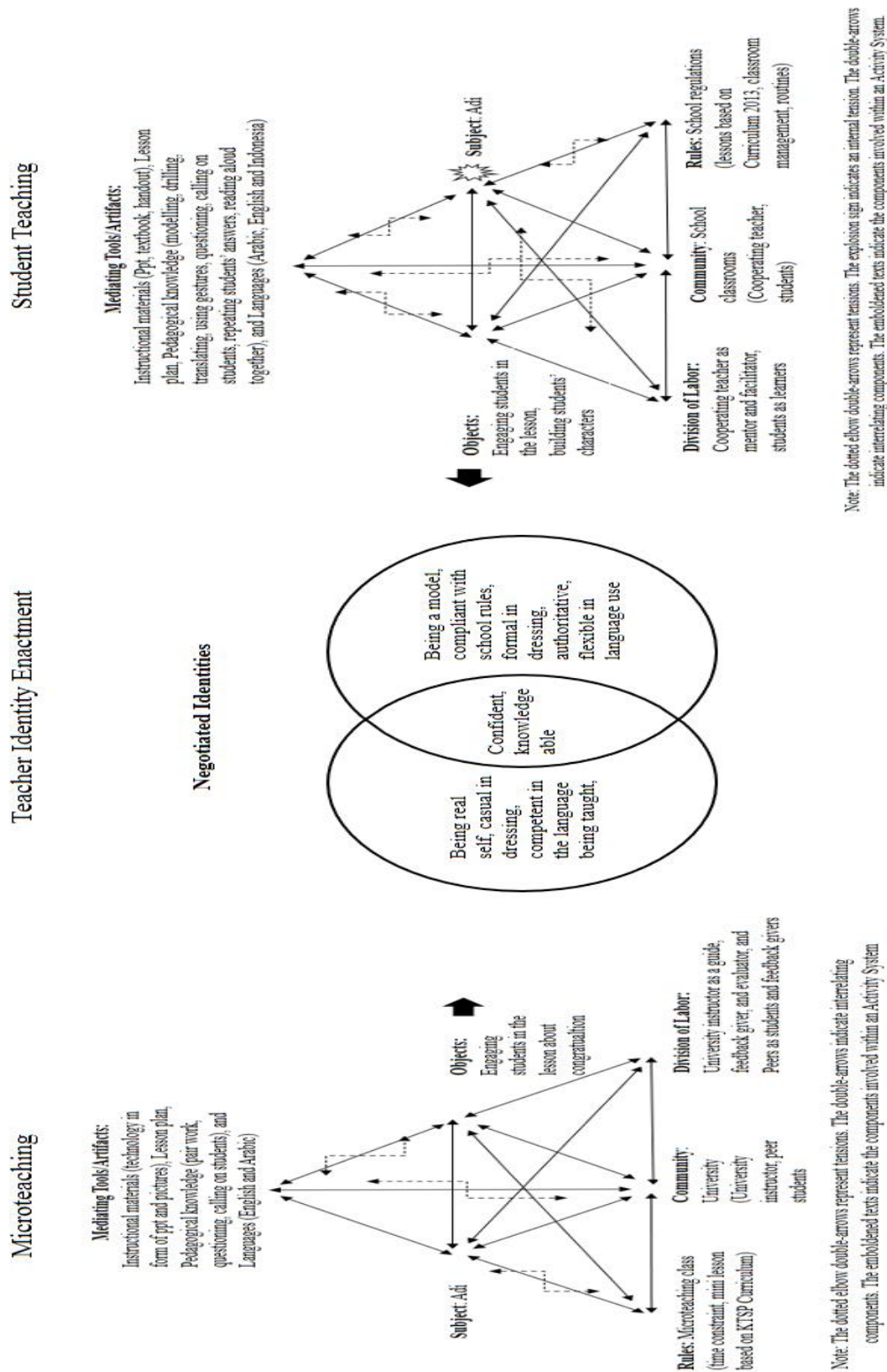


Figure 4.3. The enactment of Adi's teacher identities in both university and school settings

As indicated in Figure 4.3, Adi's identity enactment in each teaching practicum setting illustrates both similarities and differences. In the university-based teaching practicum where Adi taught his peers, his identity as a teacher was not as clear as when he student taught in a school context. In the microteaching context, Adi still wanted to be recognized as his real self, as shown by his casual dress and how he treated his peers. In the school context, on the other hand, Adi wanted to be recognized as a certain kind of teacher, illustrated by the way he dressed and acted in the classroom. In both contexts, Adi wanted to be recognized as a confident and knowledgeable English teacher. This suggests that different contexts with different complexities contributed to the development of Adi's identity as an English teacher.

In line with his enacted identities, Adi's conceptualization of himself as a teacher changed as he learned to teach in school contexts. In the microteaching class, for example, Adi was building an identity as a confident teacher, even though he was not entirely confident at the time. As he stated, "I am confident now. Because if I don't feel confident, it means I will not improve. That's why I think. The level of my confidence is 80%" (Adi, Interview 5/25/15). Yet as he progressed in student teaching, Adi became more mature and developed a greater sense of being a teacher, even though he still did not completely identify himself in those terms. He explained, "Yeah, I am developing, now I am adult. I felt that I am adult at that time. I am probably a teacher even though I was a *PPL* [[Student]] teacher" (Adi, Interview 1/22/16).

This change in Adi's self-portrayal coincided with his conceptualization of an effective English teacher. In the microteaching class, for example, Adi thought a good English teacher should master the language, be confident, and address students' needs.

He stated, “An English teacher in my opinion is... first, they have to master the English language. And then the second is the teacher should be confident in teaching, and then they have to know about the student’s situation in the classroom in the teaching learning process” (Adi, Interview 5/25/15). Adi’s conceptualization of a good English teacher seemed to influence how he taught in his microteaching class, as shown in the following vignette:

In explaining the concept of congratulations to his peers, Adi first asked if any of them knew what the phrase “happy birthday” meant. After a peer named Linda responded that it means congratulating someone, Adi explained what congratulations are and when to use them. He said, “Congratulating is the expression when we want to praise someone not for their appearance, but for their success. For example, uh, achievement, what do we call it? Congratulating.” He then introduced the activities that his peers would complete: “Here we have four activities, today's activities. The first we have is discussion, practice dialogue, question and answer and also doing exercises.” Following that, Adi asked Linda, “Can you read what congratulation is?” while showing a PowerPoint slide containing information related to giving congratulations. (Field notes, 5/22/15).

As indicated in the vignette above, Adi was trying to enact an identity as an effective English teacher based in his conceptualization. He used full English in teaching his peers and structured his lesson explicitly as a way to demonstrate his confidence in the material he taught.

In contrast, after he completed student teaching, Adi’s perspective on what makes a good English teacher had changed. For him, being a good English teacher in a

secondary level of schooling now meant being creative, as revealed in the following excerpt:

Adi: The criteria... They should be creative.

Dwi: In what way do they have to be creative?

Adi: Teaching material, how to acquire knowledge. It should be in different ways because when I teach the conventional way, the students would say oh, this. There is a teacher in the school, school oriented, so calm. What is this (aud)? For example, today we will learn about simple present tense. So what is simple present tense? Blah, blah. So, simple present tense is...? No, that's not a good teacher, I think. So, a good teacher is, for example, they need to create the atmosphere first. When I came, I tried to ask them about what time do they usually wake up. They will answer, whatever they want. But after that, at least they can relate with the material. So, we want to make it interesting first.

Teaching grammar is not easy. (Adi, Interview 1/22/16)

These different conceptualizations of what constitutes a good English teacher indicate that Adi's teacher identity evolved as he transitioned from learning to teach in a university context to learning to teach in a school context. This conceptual shift was also manifested in how Adi taught in his student teaching context, as indicated in the following vignette:

After introducing the topic of the lesson for the day, a chapter on present continuous tense, Adi instructed the students to open their textbooks. He then wrote, "What am I holding?" on the whiteboard and read it aloud. When none of the students responded, Adi repeated, "What am I holding?" Still the students did

not respond. Adi instructed the students to repeat what he said one more time: “I am holding?” Only a few students repeated after him. Adi used his left hand to signal that students needed to follow him while his right hand held a board marker, and he instructed students to repeat after him several times until they all complied. Adi then asked, “What am I doing?” and instructed students to answer using a gesture. The students responded together, “I am holding a board marker.” Adi then switched to Indonesian and asked the meaning of a sentence: “*Apa artinya* [[what is the meaning of]] I am holding a marker?” One student translated into Indonesian: “*Saya sedang memegang* [[I am holding]] a marker.”

(Field Notes, 11/30/15)

As illustrated in the vignette, Adi creatively utilized available teaching resources, including self modeling, to explain the lesson when digital technology was not available. Similarly, he was also innovative in dealing with students who did not follow his instruction. For example, he repeated his instruction several times to ensure that students did what he expected. His creativity was also manifested in his use of Indonesian to ensure students that students understood the lesson. Therefore, it can be concluded that the different complexities of each setting clearly shaped the development of Adi’s identity as an English teacher in Indonesian contexts.

Case Two – Ema, the Getting Done Teacher

Demographic Information

Ema is from a small town called Jungkat, around one hour from Pontianak City by motor bike. Her father is Buginese and her mother is Malay, but she identifies herself as Malay. At the time of data collection, she was twenty. Ema is the oldest child in her

family and has one younger sister. Her father is an elementary school teacher and her mother is a housewife. Her aunt and uncle are elementary school teachers as well. Ema speaks Malay, English, and Bahasa Indonesia (Indonesian). In her daily life, she uses Sambas Malay (one of the Malay dialects) to communicate with her family at home, and Pontianak Malay (another Malay dialect) to communicate with her friends. On campus and outside the classroom, she speaks both Malay and Bahasa Indonesia. As an active blogger, she regularly writes in her blog and posts poems or stories in Indonesian. On social media such as Facebook, Twitter, Instagram, and BBM (BlackBerry Messenger), however, Ema mostly uses English in an attempt to improve her language skills. She loves reading novels in Indonesian, but not in English.

Ema's decision to enter the field of English education was influenced by her family, especially her father. Being a teacher himself, Ema's father also wanted her to teach. Since she did not share this desire, Ema did not set out to be a teacher at the beginning of her study in English. Her interest in teaching began in her third year, when she took a course related to curriculum development. From that time on, Ema was motivated to be a teacher and started learning about developing teaching materials, curricula, and syllabi. To improve her teaching skills, she taught an elementary school English course beginning in her first semester.

Despite not wanting to teach at first, Ema followed the path to be a teacher established by her study. She took required courses and was able to finish on time. By her sixth semester, Ema was able to take a microteaching course and continued with student teaching in the seventh semester. The following section discusses how Ema learned to teach in both a microteaching class in a university context and in student teaching at

Barata Public High School, as well as how her identity as an English teacher evolved over two teaching practica.

Complexities of Learning to Teach in a University Setting

Ema's microteaching class met in a university classroom which had two turbo black fans hanged near the ceiling on the right and left sides of the back wall. In the middle of the ceiling, a projector was hanging. A wooden teacher's desk was in front of the class just a meter away from the entrance and two feet away from the whiteboard at the front part of the class. The room had about forty wooden chairs with tables attached to them were placed in five rows. Several of the chairs were broken and unconnected to the tables, and were place in the front right corner of the room. At the time of Ema's teaching presentation, one of her peers was absent. Her four classmates were female and sat close to one another. Ema's university instructor was not present during my observation, so I was acting as both a researcher and a university instructor in her class. I sat on the front left corner close to the door.

Viewed from an activity theory perspective, Ema's microteaching class was a collective activity involving seven pre-service teachers, including Ema, and was facilitated by a university instructor, Mrs. Ernawati who has been teaching in the department since 1989. Ema's teaching demonstration in itself is an instructional activity system, which is illustrated in Figure 4.4:

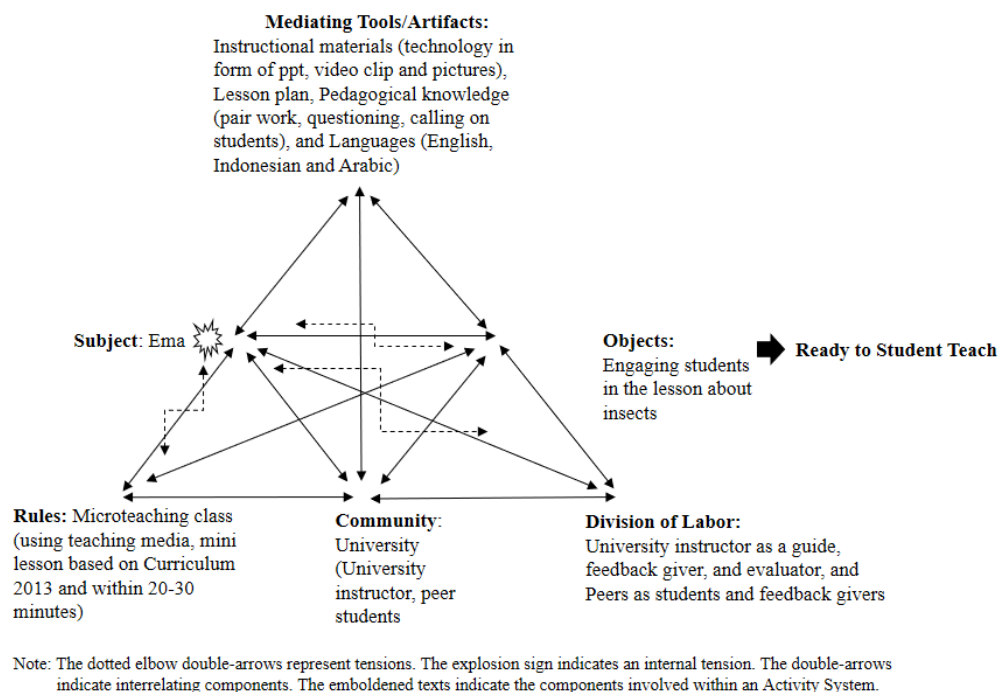


Figure 4.4. Configuration and tensions in Ema's microteaching activity system

As Figure 4.4 shows, Ema acted as the subject of an activity system. On that particular day she had one main goal or object to accomplish: engaging her peers, who pretended to be seventh grade students, with her lesson about insects. In order to achieve this goal, Ema used various tools available to her. As part of a shared responsibility, the division of labor was distributed among community members, with Ema's peers acting as students and feedback givers. The university instructor, acting as a supervisor responsible for ensuring that each pre-service teacher had sufficient opportunity to practice, provided comments and feedback in addition to assessing pre-service teachers' performance. Ema's interaction with the community in her instructional activity system was mediated by rules, which in this case included the microteaching course rules and expectations.

One prominent rule applied in this class was that the lesson should be based on curriculum used in secondary schools, Curriculum 2013 in Ema's case. Additional rules include the expectation of university instructors that each pre-service teacher perform an interesting lesson utilizing teaching media.

The utilization of tools in learning to teach in a university setting.

Since the context of Ema's teaching demonstration was a university classroom equipped with a projector, she was able to utilize technology for her instructional materials. For example, Ema used PowerPoint to outline her teaching presentation. As part of the opening activity, she showed a video clip of "Old McDonald" (a song about a farm where many animals live) to lead students into the topic and utilized images to prompt discussion.

In addition to mediating tools involving technology, Ema utilized pedagogical knowledge in teaching her peers. For example, she used questioning strategies, such as calling on students and inviting them to answer voluntarily, in order to engage her audience in the activity. She also assigned a pair work activity to allow students to collaborate with their peers on classroom tasks.

In terms of language as a mediating tool, Ema used Indonesian for explaining the objectives of the lesson and full English for the rest of her teaching demonstration. Within this context, Ema's use of Indonesian seemed to signal that she positioned her friends as middle school students, and thus wanted to make the objectives of her lesson clear at the time. In addition to Indonesian and English, Ema also used Arabic to greet her peers as she opened and closed the lesson.

Ema's use of mediating tools was clearly related to the rules and expectations of her microteaching class. The instructor, Mrs. Ernawati, expected students to become familiar with government documents such as curriculum and syllabi, and to be able to perform an interesting activity, as she explained in the following interview excerpt:

Um. Firstly, we have to make...we try to make the teaching learning relevant to what is recommended by the government, because mostly they are sent to government schools or any school which has to follow the government policy like curriculum. So, they have to be familiar with the curriculum or the syllabus, and then to collect...to collect as many materials as possible. And then, when it comes to the performance, I do expect that they...they perform something interesting themselves, let's say making a good kind of teaching media, for example. And then creating such interesting activities in the classroom. I found that some of them did it. (Mrs. Ernawati, Interview 6/20/16)

Considering the university instructor's expectations, it is clear that Ema decided to use mediating tools in order to fulfill the microteaching class requirements and receive a passing grade. Additionally, cultural knowledge of a local society can be seen as a rule that governed the activity system in the class, such as the use of Arabic greetings at the beginning and end of the lesson.

Tensions in ema's microteaching instructional activity system.

While a university setting provided Ema with a myriad of resources to apply her teaching knowledge in practice, it was not without challenges. Several tensions emerged in Ema's activity system, as shown in Figure 4.4. As the subject of the activity system, Ema experienced an internal tension in using language as a tool in her teaching activity.

While she considered herself a model for her students in terms of target language use, as she noted in the following excerpt, she still used Indonesian to explain the objectives of her lesson:

In my opinion, by equipping students with English in full language, they will learn more and learn faster rather than if you mix the language between Bahasa and English. It is better for them to feel the atmosphere of English. Oh, my teacher uses English, and I have to use English also. So, they will.... their English will get better and better. (Ema, Interview 5/21/15)

As indicated in the excerpt, Ema considered using English as the language of instruction to be more effective than mixing languages. Her use of Indonesian in her teaching demonstration was clearly in contradiction with how she believed the target language should be used in the classroom.

Additional tensions occurred between the subject and other activity system components, such as between subject and rules. As indicated in Ema's lesson plan, the insect unit was designed to be taught within six meetings. However, since the time permitted for the teaching demonstration was shorter than twenty minutes, Ema simplified her lesson and therefore was not able to complete all activities she originally planned. Another tension emerged between subject and division of labor. While Ema's friends were generally cooperative in following her instructions, they sometimes did not want to perform what she asked. At the beginning of the lesson, for example, Ema played the "Old McDonald" video clip and asked her peers to stand and sing together while moving their bodies. The class members were reluctant and stood up without moving or singing. While it was not clear why Ema's peers did not want to sing, it might have been

because the task was not appropriate for their age or professional level. The tensions within the subject, between subject and mediating tools, and between subject and rules in Ema's activity system apparently contributed to the challenges of achieving her activity system goal, forming another tension between the subject and the object.

Complexities of Learning to Teach in a School Setting

Ema completed her teaching practicum at Barata Public High School in Pontianak City. The number of attending students at the time of data collection was over 800. English was studied twice a week at the school, with each meeting lasting ninety minutes. Ema taught seven classes of twelfth grade students majoring in social and physical sciences each week. I was able to observe two of her classes (one social science and one physical science). The social science class consisted of twenty-seven students (fourteen male and thirteen female), and the physical science class consisted of thirty-one students (twelve male and nineteen female). On Monday, all of the students wore uniforms consisting of gray pants and white shirts, long-sleeved for female students and short-sleeved for male. On Wednesday the students wore a uniform of black pants and white shirts, again long-sleeved for females and short-sleeved for males.

While student teaching as a whole is a collective activity with the primary goal of preparing pre-service teachers to be familiar with the work of teaching, and involves cooperating teachers, school personnel, students, and university supervisors, Ema's teaching activities can also be viewed as an instructional activity system in a smaller scope, involving a cooperating teacher, and her students. Figure 4.5 illustrates Ema's instructional activity system in school classrooms contexts:

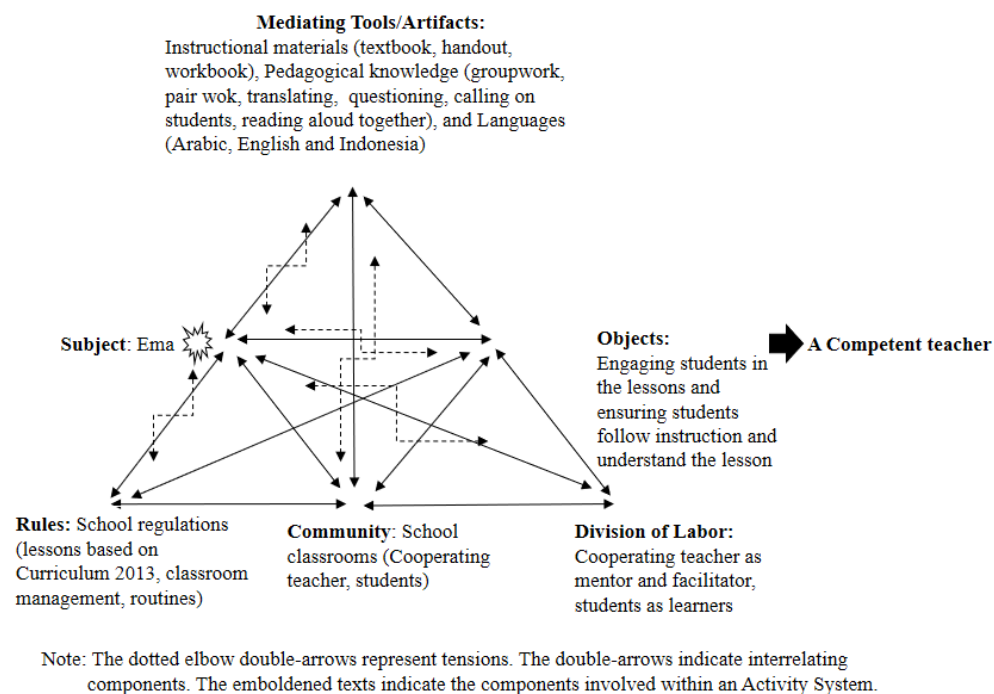


Figure 4.5. Configuration and tensions in Ema's student teaching activity system

As indicated in Figure 4.5, as the subject of an activity system, Ema had two objects to accomplish. In addition to engaging students in her lessons, which were based on topics in the syllabus used at school, she wanted to build students' character by encouraging them to be motivated, participate actively in classroom tasks, understand her explanations, and demonstrate good manners. This emphasis on character building was based on Curriculum 2013. In achieving these goals, Ema used various mediating tools available to her. The community of Ema's activity system included one cooperating teacher, Mrs. Heni, and the twelfth grade students in social and physical sciences. As part of the division of labor, Ema's students acted as learners who studied English as a subject in their school curriculum. The cooperating teacher, Mrs. Heni, served as a mentor who

guided Ema in student teaching and as a facilitator who provided her with teaching opportunities. Additionally, in Ema's activity system, the interaction between the subject and the community is mediated by school rules, such as the ninety-minute lesson length for each meeting and the Curriculum 2013 requirement.

The utilization of tools in learning to teach in school settings.

In order to achieve her goals in student teaching, Ema used various tools available to her. For instructional materials, she mainly used textbooks, paper handouts, and a whiteboard. While she acknowledged that technology was helpful for mediating her teaching, the limited availability of a projector prevented Emma from consistently using technology-based teaching media.

In addition to instructional materials, Ema utilized her pedagogical knowledge, such as reviewing the lesson, questioning, reading out loud, and providing explanations, as part of her instructional tools. In asking questions, she called on particular students to help her deliver the lesson, especially those who were especially bright and cooperative. For example, Ema asked particular students to explain and summarize the previous lesson for the rest of the class. Translating a text or difficult words was also part of Ema's teaching routine. Additionally, she used various strategies to engage students in her lesson. For example, she frequently incorporated group work activities in addition to pair work, although her class still emphasized individual work overall.

In terms of language use, Ema used slightly different language combinations in different classes. As she said in the interview, "Yeah. Sometimes for some classes, I just make sure that my students understand what I said. So, that's why I use English. And also, I use English when I know it is not really difficult for them to understand" (Ema,

Interview 11/30/2015). These comments were echoed in her classroom language use. Ema's language choice was clearly dependent on the classroom situation and students' language ability. For example, in her social science class, where many students had low motivation for learning and low English proficiency, Ema predominantly used Indonesian. In her physical science class, on the other hand, where students were more cooperative and responsive to instruction, Ema used both English and Indonesian with equal frequency. The physical science students were also willing to speak and respond in English. Additionally, Ema's language choice was part of her student engagement strategies, as indicated in the interview excerpt below:

My goal is to teach the material, whether, what kind of the...how to say? how they act toward my material was really their own right, and I just make sure they understand what I said. That's why I treat the class differently from one class to another. For example, in class IPS (Social Science), I used Indonesian for most of the class, and in MIA (Physical Science), I used English, and sometimes the material, the target of the material for each day will be different between some classes because their way of understanding the material is also different. (Ema, Interview 11/30/15)

As explained in the excerpt, Ema carefully selected her language use based on students' ability and the content being taught. She wanted to ensure that students understood the material, so her choice of language helped her achieve this goal.

In addition to English and Indonesian, Ema noted that she used Malay when she wanted to become closer with the students. She said, "Yeah. Sometimes. Yea, we have to get closer to the students. Because the language of the students is Malay, so sometimes I

used Malay for like making jokes, for only not serious materials” (Ema, Interview 11/30/15). In contrast to this comment, data from classroom observations revealed that Ema only used Indonesian and English. Perhaps she used Malay more frequently with students outside the classroom.

In her interview, Ema also claimed that she initially planned to use certain languages for specific situations. However, since this strategy did not always work as expected, she learned to rely on her instincts:

Well, in just the explanation, I will use English, but I will make sure that my students understand what I said. When they just like... like so confused to what I said, I will use Indonesian. I will try to use English for the whole class, but when they feel they like got confused by what I said, I would like repeat in Indonesian. For the instruction, I tried to use English also, but I would repeat in Indonesian to make sure they understand. And sometimes for the conclusion, I will try to use Bahasa because I want all students understand what they have been taught in that class. (Ema, Interview 11/30/15)

In spite of these reflections, observations revealed that Ema did not use full English in the classroom, even with the physical science students, who were cooperative and willing to respond in English. In one of physical science classes I observed, for example, Ema asked students what they had learned in the previous lesson directly in Indonesian without trying to use English first. She did use English in combination with Indonesian to explain the lesson. However, her use of Indonesian was still more dominant compared to her use of English. In the social science class, on the other hand, Ema only utilized

English for greeting at the beginning of the class, using Indonesian predominantly for the rest of the class.

Arabic, another language featured in Ema's teaching, was mainly utilized for greeting in accordance with school culture. In her interview, she explained: "Yeah, because most of the students are Muslims. So I say *Assalamualikum* [[peace be upon you]], and also sometimes I repeat it again to say good morning" (Ema, Interview 6/27/2016). While Ema's mentor teacher, Mrs. Heni did not specifically mention that the greeting should be in Arabic, Mrs. Heni considered it an obligation. In the interview, she noted that "Greeting seems to be compulsory for us. We have to greet upon entering the classroom just like when entering someone's house, we have to greet first" (Mrs. Heni, Interview 6/24/16). Her description of the greeting as a compulsory component of politeness implies that it is a part of Indonesian culture that should be preserved.

A comparison of data across these contexts reveals that Ema's use of mediating tools and artifacts was connected to the school community, in that her decision to use particular mediating tools depended on the availability of resources and capability of students. Using both English and Indonesian as dominant languages in her teaching, for example, was permissible because the school did not require exclusive English use in the classroom. According to Ema's mentor teacher, employing full English was not possible in this school environment since students' language contributions were not very advanced (Mrs. Heni, Interview 6/24/16). As an English teacher, however, Mrs. Heni tried to use English at least half the time, and she gave Ema freedom to use English as much as possible.

Tensions in Ema's school instructional activity system.

Several tensions were found in Ema's student teaching instructional activity system, as indicated in Figure 4.5. While most tensions occurred between the subject and other activity components, Ema also demonstrated internal tension. For example, she expressed a desire to use full English for the entire class, but did not act in accordance with her own preferences. In the class where students were most cooperative, for instance, she directly addressed the class with Indonesian instead of trying to speak in English first. This tension might stem from an internal conflict between Ema's desire to portray herself as an ideal English teacher and the reality that her students had different English proficiency levels preventing them from responding in English.

In addition to internal tension, tensions in Ema's case emerged between one activity system component and another. One of these tensions occurred between Ema as the subject and the goal in her activity system. For example, one of Ema's goals in this instructional activity system was to build students' character in accordance with Curriculum 2013. However, since her students were difficult to control, especially in the social science class, Ema's main goals were to teach the lesson and ensure that students understood her directions and explanations, as revealed in the interview excerpt below:

When I go to the real class, it's really hard to deal with the students, and the class atmosphere that really...yes, some of the class as you see that it was so noisy, and that they are so active, and so. Mm, I got some problems at the very first, but then I tried to handle it, just my goal is to teach the material, whether what kind of the...how to say? How they act toward my material was really their own right, and I just make sure they understand what I said. (Ema, Interview 11/30/15)

As indicated in the excerpt, Ema expressed frustration with her students. She thus felt compelled to teach for the sake of teaching, focusing primarily on making sure students understood what she said.

The next tension occurred between the subject and the division of labor as also indicated in the excerpt. Ema encountered tension in dealing with students as she did not anticipate that the classroom atmosphere would be so noisy and difficult to handle. In addition to tension with students, Ema also experienced tension with her cooperating teacher even though she never publicly confronted her. In her interview, Ema explained that Mrs. Heni's unwillingness to be observed forced Ema to use trial and error in handling her classes, since she could not see how her mentor teacher dealt with students, especially the noisy ones. In contrast to this account, Mrs. Heni stated that she never let Ema teach alone in the classroom. In the interview, she said "[I never left Ema teaching alone unless I was sick. I usually gave a task for Ema to pass on the students. I was always sitting at the back of the class while Ema was teaching, and after that, I provided feedback. So, we shared. Oftentimes we collaborated to deal with students in the classroom]]" (Mrs. Heni, Interview 6/24/16).

The other tension emerged between the mediating tools and community, as indicated in Ema's response to the challenges she encountered when applying particular teaching materials. Because the school had limited facilities for teaching technology, Ema could not always use the materials she planned. She described one of these experiences: "When we already prepared everything, like a presentation or something like that, but the fact that we have no chance to use the projector or something like that. It will be okay, I will have to do this. Something that is out of our preparation, and yeah it is

one of the challenging parts for me” (Ema, Interview 11/30/15). As a result of this tension, Ema used available resources instead. She explained, “Yeah, sometimes I got difficulties in that kind of thing. I just used *LKS* (*Lembar Kerja Siswa*/workbook) or their handbook to teach the material because all the preparation cannot be used in that class. So, because they have LKS [[workbook]] and also they have their handbook. That's how I overcome it” (Ema, Interview 11/30/15).

The Enactment of Teacher Identity in Classroom Practices

When analyzed based on Gee’s discourse analysis tools, Ema’s two teaching practica provide insights about the identity she was constructing as an English teacher candidate. The following section discusses how Ema wanted to be recognized as an English teacher through her actions and social language use.

In terms of dress, Ema made adjustments based on the contexts in which she taught. In her microteaching class, for example, Ema dressed more casually, wearing a long, flowery dress with a blue head cover and flat shoes while demonstrating a mini lesson to her peers. For student teaching, however, Ema dressed more formally. She wore a long skirt, long-sleeved shirt with a head cover, and high-heeled shoes on most weekdays. On Monday, she wore an alma mater jacket when attending the school flag ceremony. While Ema’s choice of dress might be personal and related to rules applied within university and school settings, her clothing nevertheless indicated that she was enacting a certain type of identity. In the case of microteaching, she still wanted to be recognized as a university student, even though she was acting as a teacher when she performed her demonstration. On the other hand, Ema wanted to be recognized as a

typical teacher in Indonesian secondary schools, someone who served as a model for her students and complied with school rules.

Positioning peers and students.

Within classroom contexts, Ema's language use provides insights into how she positioned herself in relation to students and how students in turn positioned her. In general, Ema's identity was still a mix between student and teacher. When teaching her microteaching lesson about insects, for example, Ema treated her peers as students, even though she carried out the lesson as though she were teaching native English speakers.

The following excerpt shows how Ema began her instruction:

- 1 Ema: (Standing in front of the class and holding her hands together) Good
- 2 afternoon, my students.
- 3 Ss: Good afternoon, Miss:: (in chorus)
- 4 Ema: How are you today?
- 5 Ss: Fine:: thank you, and you::?
- 6 Ema: I am fine too, thank you. Is there anyone absent today?
- 7 Ss: Yes;;
- 8 Ema: Oh, who?
- 9 Diah: Devi, Miss.
- 10 Ema: What happened to her?
- 11 Diah: I heard she was sick.
- 12 Ema: Well my dear students, before we start our class, Riri please lead the
- 13 class to pray together!
- 14 Riri: Before we study, let's pray together!

In the above excerpt, Ema addressed the class as "students" (line 2), positioning herself as a teacher in relation to her peers. In addition, she acted as a teacher in a school context by beginning her lesson with routines, such as greeting the students, checking attendance, and asking the class to pray together. While in university contexts these rituals were rarely enacted, Ema's teaching demonstration was a special case, as she was delivering a lesson to peers acting as middle school students. Perhaps because Ema derived her lesson

plan from Curriculum 2013, in which building students' character is part of the goals, she included this aspect in her teaching demonstration. Within this context, Ema's positioning as a teacher was also supported by her peers, who addressed her with the title "Miss" (a respectful term for addressing an unmarried teacher in Indonesian contexts), as shown in lines 3 and 9. The class also answered Ema's questions with an elongation of the last syllable "Miss:~" and chorus responses, as in line 3. Ema's method of opening her class with a routine commonly performed in secondary school contexts provides clues that she was enacting an identity as an English teacher. She wanted to be recognized as a typical teacher in a middle school context, despite the fact that she was demonstrating a mini lesson to university peers.

While at one point Ema wanted to be recognized as a typical middle school teacher, her teaching strategies were not always aligned with how she wanted to be perceived. For example, Ema's microteaching lesson was intended for seventh grade students, yet she enacted her lesson as though she were teaching young learners, as shown in the following excerpt:

- 15 Ema: (After playing the video clip about "Old McDonald") Thank you,
 16 students (claps hands). Can you remember the sound of the
 17 animal in the video? Prita? (Calling on one of the students.)
 18 Prita: Sheep, oi oi.
 19 Ema: Elsa, what else?
 20 Elsa: *Sapi* [cow].
 21 Ss: (Laugh)
 22 Ema: Buffalo.
 23 Ss: Mo, mo.
 24 Ema: Thank you. Give applause (claps hands).
 25 Ss: (Clapping hands together.)

In the excerpt above (lines 16-17), Ema asked students about sounds from the song to determine whether they remembered the names of animals in the video. Ema's method of asking such a question was uncommon, since her audience consisted of peers who were supposed to be middle school students. While the lesson might be a fun activity for kindergarten or elementary students, this was not necessarily the case for middle school students and was especially uncommon for adult learners. Fortunately, however, Ema's peers were very cooperative and responded well. As shown in the excerpt (lines 17 and 20), Ema also called on her classmates directly to answer questions, suggesting that she was enacting an authoritative identity as a teacher who took control the class. As indicated in another segment of her teaching demonstration, Ema also positioned her peers as beginning learners who did not know what a bee was, illustrated in the following excerpt:

- 26 Ema: (Showing a PowerPoint slide about a bee): What is this?
 27 Ss: A bee::
 28 Ema: How do you know that it is a bee?
 29 Riri: The color.
 30 Ema: What colors are they?
 31 Riri: Orange and black.
 32 Diah: It has needle on the head.
 33 Ema: Oh, okay. See! (Pointing to the PowerPoint slide.) So, by having
 34 antenna, we can say that it is a: bee. Okay. See! (Showing a slide
 35 containing a picture of bee anatomy.) This is the parts of a bee's
 36 body. The first is antenna, and the second is head, the third is
 37 compound eyes, the next is thorax, wings, abdomen, and spiracle.
 38 A bee has two kinds of eyes. The first is compound eyes, two big
 39 eyes, and also small eyes.

As shown in the excerpt, at the beginning of the lesson Ema treated her peers as if they were middle schoolers who did not know what a bee was (line 26). Yet as students actively responded to her questions, Ema started treating them like her peers. For

example, she neither repeated nor praised their answers (lines 28-39). While this decision might be based on the time constraints, it could also be because the students were Ema's peers, so she did not see a need to repeat their answers or praise them continuously. In the same way, her classmates did not completely act as middle school students, even though they followed Ema's instructions. In answering questions, for example, they responded directly in English and completed the task very quickly:

- 40 Ema: Now, we move to exploring. For this exploring, you have to
 41 answer these questions. These are the descriptions of some
 42 insects. For example, this... Prita, can you read?
 43 Prita: It is a small insect, but it likes to enter a house to find food. It
 44 likes to eat something sweet like sugar. What is it? It is an ant.
 45 Ema: Okay, good. Now you have to answer number one and two.
 46 Please work in groups. Pipit, Diah and Elsa, answer number two,
 47 Riri and Devi, answer number one.
 48 Ss: (Moving closer to one another and starting to work in their
 49 groups.)
 50 Ema: (Stands at the front of class while students discuss.)
 51 Ss: (Working in groups.)
 52 Prita: (After two minutes) finished::.
 53 Ema: Finished? Riri's group, finished?

In the above excerpt, Ema was very straightforward in moving from one segment of her teaching demonstration to the next. Since she was demonstrating a mini lesson derived from Curriculum 2013, she directly signaled to her peers that it was the time for the exploring stage in which students complete exercises (lines 40-42). Instead of providing explanations for what the class needed to do in the exercises, Ema called on a student to read the example of the task out loud in order to provide a model for the exercise (line 42).

Ema's positioning in relation to her peers in the microteaching context does not fully align with her claim that she wanted to be recognized as a teacher who becomes a

friend to her students. As she stated in the interview, “with my students, I will be a teacher for them, but also a friend. In case they have difficulty with their learning, they can just ask and have discussion with me. So they will not have borders with me. So I will face myself as their teacher and as their friend. So, it will be easier with them” (Ema, Interview 5/21/15). Contrary to this claim, Ema seemed to distance herself from her peers in her teaching demonstration. She stood at the front of the room near her laptop most of the time and delivered the lesson in a lecture style, showing PowerPoint slides and explaining the information. When it was time for exercises, Ema also did not approach her peers while they were completing a task (line 50). Unlike a typical middle-school teacher, who is usually friendly and engaged, Ema seemed to enact the role of a traditional lecturer in an Indonesian university context. Perhaps this occurred because she was teaching her peers in a university setting, or because her own past experiences as a student influenced her teaching style.

As a student teacher Ema enacted similar identities to those in her microteaching class, such as completing a routine before and after the lesson. In the classroom, for example, she began her lesson after greeting students and being greeted in Arabic. She also instructed students to pray together first. Unlike in the microteaching class, greeting and praying together were part of classroom tradition in the school context, so Ema did not always need to initiate the routine. However, in one class that was very noisy, she had to give a command for students to pray together. Ema similarly checked students’ attendance as part of her routine, as illustrated in the following excerpt (taken from classroom observation, 11/17/15):

- 54 Ema: (Upon entering the classroom) *Assalamualaikum*
 55 *Warrohmatullahi wabara katuh* [[May the peace, mercy, and
 56 blessings of Allah be with you]].
 57 Ss: *Walaikum salam warrahmatullahi wabaro katuh* [[May the
 58 peace, mercy, and blessings of Allah be with you too]].
 59 Ema: (Standing in the middle of the class) *pimpin doa dulu* [[lead the
 60 prayer first]]
 61 Ani: *OIH PIMPIN DO'A!* [[LEAD THE PRAYER!]]
 62 Dodi: Before we start our lesson, let's pray together. (Silence for ten
 63 seconds). Finish praying (taps the table twice and everyone
 64 stands up). *Assalamualaikum warrahmatullahi wabarokatuh*
 65 *[[May the peace, mercy, and blessings of Allah be with you too]]*.
 66 Ema: *Walaikum salam warrahmatullahi waabarakatuh*. How are you,
 67 students?
 68 Ss: I am fine, and you:: (in chorus)
 69 Ema: I am fine, thank you.
 70 Ss: (Talking to each other)
 71 Ema: *Diabsen dulu ya* [[let's check the attendance]] (starts calling
 72 students' names one by one).
 73 Ss: (Talking to each other)
 74 Rido: Present (when his name was being called).
 75 Ss: (Laughing)
 76 Ema: (Continues calling students' names.)
 77 Ita: Present

As indicated in the excerpt (54-72), Ema began her lesson by greeting students in Arabic, asking them to pray together, and checking attendance. This was similar to what she did in the microteaching context, and thus provides clues that she had been developing her identity as a teacher in typical Indonesian secondary school contexts even when she was in a university setting. Ema's use of Arabic in both university and school settings indicated that she was enacting an identity linked to the wider society. Since the majority of students in both her microteaching class and secondary school classrooms were Muslim, and as Ema herself is Muslim, greeting in Arabic was part of daily activities.

Ema, however, made adjustments when she taught in different settings,

suggesting that her identity development was influenced by context. Unlike in microteaching, where she used English exclusively in explaining material and giving directions, Ema shifted between English and Indonesian throughout her lesson. The following excerpt (Field Notes 11/18/2015) provides clues as to how Ema used multiple languages in her student teaching:

- 78 Ema: (After checking students' attendance) *Pelajaran terakhir sampai mana?*
 79 [[what was our last lesson?]]
 80 Ss: Passive voice (in chorus).
 81 Ema: Anybody can tell me what is passive voice? *Apa itu* [[what is]] passive
 82 voice?
 83 Ss: (Silence.)
 84 Ema: Bima!
 85 Bima: Passive voice is the use of tenses, for example past tense.
 86 Ema: Passive voices are first you see past:
 87 Ss: Past tense.
 88 Ema: Past participle and then it is using past participle. And we go on to the
 89 example of the sentence first (writes the sentence on the whiteboard),
 90 she cleans the room every day. Active or passive?
 91 Widya: Active.
 92 Ema: If we change it to passive voice,
 93 Ss: The room is cleaned by her every day (slowly answering together as
 94 Ema writes on the whiteboard).
 95 Ema: The verb should be verb 3. Okay, very good. Passive voice is using
 96 past participle and also verb?
 97 Ss: Three.
 98 Ema: Okay. So now we go the next material on page sixty-nine. Well, the
 99 material is about application letters. Anybody want to tell me what is
 100 an application letter? (Looking at the book)
 101 Ss: (Silent)
 102 Ema: Bima, what is an application letter?
 103 Bima: Application letter is about identity of a letter. For example, you can
 104 put your address on the letter.
 105 Ema: Ehm. Well, application letter is the letter that we use to apply for a job
 106 or work. *Jadi surat ini digunakan ketika kita ingin mendaftar*
 107 *pekerjaan. Biasanya...pernah baca koran dibawahnya ada lowongan*
 108 *pekerjaan?* [[So, this letter is used when we want to apply for a job.
 109 Usually...have you ever read the newspaper where there is a job
 110 vacancy information in the bottom side?]]
 111 Ss: *Pernah* [[Yes, we have]] (in chorus)
 112 Ema: *Di dalam lowongan pekerjaan biasanya ada kriteria. Misalnya*

- 113 *dibutuhkan seorang manajer harus lulus S1, misalnya, ganteng, bisa*
 114 *menggunakan komputer, bisa berbahasa Inggris* [[In job vacancy,
 115 there are usually some criteria. For example, a manager should have a
 116 bachelor's degree. Other criteria can be being handsome, being able to
 117 use a computer, being able to speak English]]. *Nah itu* [[that is]],
 118 requirement, *yang harus dipenuhi seorang pendaftar. Kemudian kita*
 119 *sebagai pendaftar akan menulis* [[that should be fulfilled by an
 120 applicant. Next, we as the applicants will write]] application letter.
 121 *Nah* [[this]] the application letter, *ini kita sesuaikan dengan*
 122 *kemampuan kita. Misalnya kita sudah pernah bekerja sebagai*
 123 *manajer saat ini, kita bisa menggunakan komputer dan Bahasa*
 124 *Inggris, nah itu kita tulis di* [[is adjusted to our capability. For
 125 example, we have worked as a manager. We are able to use computer,
 126 and speak English. That is what we write in]] application letter,
 127 *kemudian kita kirim ke tempat tujuan. Nah kalian bisa liat* [[then we
 128 send it to the address. That can be seen]] on page 72. There is a job
 129 vacancy. Anybody can help me to read this job vacancy? Two
 students..
 130 Ss: (Raise hands.)
 131 Ema: Bima and you! What is your name?
 132 Tia: Tia

As indicated in the excerpt, Ema switched back and forth from English to Indonesian in giving instructions and explaining material, suggesting that she was developing multiple identities through her language use. While she claimed that she only used Indonesian when she sensed that students did not understand, in her student teaching Ema regularly switched back and forth from English to Indonesian, even for initiating a conversation. In line 78, for example, she asked about the previous lesson in Indonesian. Even though she shifted back to English in reviewing the lesson (lines 81-105), Ema immediately switched to Indonesian when she started giving an explanation, then code switched to English once she finished (lines 128-129). This provides clues that Ema wanted to ensure that students understood the key concepts of her lesson, so she shifted her

language use into Indonesian. Based on the three classes I observed, Ema's language use in the classroom can be summarized by Table 4.2:

Table 4.2

Ema's Language Use in School Classrooms and Its Possible Functions

Activities	Language used	Possible functions
Greeting	Arabic English	Social positioning Exposing students to the use of English
Checking attendance	Indonesian	Building rapport with students
Providing explanations	English Indonesian	Introducing the topic of the lesson Ensuring students understand
Reviewing previous lessons	Indonesian	Ensuring students understand what they previously learned
Answering personal questions	Indonesian English	Giving information, clarifying information to for most students Responding to students who are proficient in English
Giving instruction	Indonesian	Ensuring students understand

In addition to enacting certain identities through different language use, Ema's teaching methods provide clues as to how she wanted to be perceived as a teacher. The following excerpt reveals insight into her developing teacher identity:

- 133 Ema: Anybody know what is procedure text? *Ada yang tahu apa itu*
 134 [[Does anyone know what is]] procedure text?
 135 Ria: Text, *yang membahas tentang cara melakukan sesuatu*. [[that
 136 discusses about how to do something]].
 137 Ema: *Ciri-ciri* [[the characteristics of]] procedure text, *ada langkah-*
 138 *langkah. Coba buka bukunya halaman 59. Diatas testnya ada list*
 139 *of kosakata. Kita kerjakan sama-sama*. [[there are steps. Please
 140 look at the test on page 59. There is a list of vocabulary on the
 141 upper side. Let's do it together!]] (Walks around and checks
 142 whether students have the book.)
 143 Ss: (Some students talk to their friends. One male student poses in
 144 front of camera.)
 145 Ema: *Ayo kita baca sama* [[let's read together]], (Reads list of words).
 146 Ss: (Repeating after Ema.)
 147 Ema: Good. I need six volunteers. *Enam orang membaca text ini* [[six
 148 students read this text]]

In the above excerpt, Ema was teaching her social science students about a procedure text. Her lesson came from the student workbook. In order to engage students in the material, Ema asked whether anyone knew what a procedure text was (lines 133-148). As part of her method for ensuring students understood the meaning of the vocabulary list found in the text, she directed them to read and work on it together. Ema's teaching strategies provide clues that she was developing an identity as a teacher who relied heavily on covering materials from the textbook and used translation as the primary method for ensuring that students understood the material. The following excerpt also indicates that Ema's main focus was ensuring that students understood the text, leading her to ask questions related to the text and finding the equivalent terms in Indonesian:

- 149 Ema: *Jadi teks ini tentang apa?* [[what is this text about?]]
 150 Rio: *Membuat besi* [[making iron]]
 151 Ema: *Mebuat besi?* [[making iron?]] Ironing *apa* [[what is ironing]]?
 152 *Menyetrika* [[ironing]]. What is iron?
 153 Rio: *Besi* [[iron]]
 154 Ema: *Bagaimana menyetrika* [[How to iron clothes]].
 155 Toto: *Menyetrika. Kirain bagaimana mengelas*
 156 *[[ironing clothes. I thought how to wield iron]].*
 157 Ema: *Di teks ini ada tiga step. Apa- apa saja? Apa itu step?* [[in this
 158 text, there are three steps. What are they?]]
 159 Ss: *Cara, tahapan, pemberitahuan peringatan, tip* [[ways, stages,
 160 precautions]], tips (overlapping responses).
 161 Ema: *Pertama apa?* [[What is the first?]] Check the clothes if they can
 162 be ironed! *Cek bajunya bisa disetrika atau tidak. Biasanya yang*
 163 *perempuan nih biasanya beli jilbab kan? Biasa ada tulisan*
 164 *dibagian jilbabnya biasaya tdk boleh disetrika. Jadi,* [[Check if
 165 the clothes can be ironed. This is specifically for the girls who
 166 usually buy head cover. Usually there is a written notice in part of
 167 the head cover that it may not be ironed. So]], pay attention to the
 168 label whether it can be ironed or not. *Karena ada juga jilbab yang*
 169 *tidak bisa disetrika* [[because there is a headcover that cannot be

- 170 ironed]]. Okay, that's the first. The second, turn on the iron.
 171 *Biasanya dirumah kalau nyetrika pakai alas apa?* [[At home,
 172 what do you usually use as a pad when you iron clothes?]]
 173 Ss: *Alasan selimut, sarung, pakai ala selimut Miss, sajadah bisa mis,*
 174 *kain* [[blanket, sheath, mattress, clothing]] (overlapping).
 175 Ema: *Yang ketiga* [[the third]], begin ironing. *Mulai menyetrika* [[begin
 176 ironing]].

As shown in the excerpt, Ema began her explanation by asking students about the meaning of certain words when they did not respond correctly (lines 151-152). She also translated the information from the text into Indonesian while guiding students to find the structure of a procedure text (lines 157-176). While she code switched most of the time, she also code mixed English and Indonesian (lines 161-172). This shows that Ema was developing an identity as a teacher who valued translation as a way of teaching students English in EFL contexts.

Being positioned by students.

In general, Ema's students were respectful toward her, although they often challenged her patience in the classroom. Their respect was shown both verbally and non-verbally. First, students never called Ema by her name. At the beginning and end of the lesson, they always stood up and greeted her, and they also kissed Ema's hand both inside and outside the classroom. In her interview, Ema noted:

Yeah, in my teaching practice that is at Barata Public High School in Pontianak, kiss[ing] the teachers' hand is a must. So, every time the students meet, they have to kiss their teachers' hand. So, it is like... let's say a culture in that school. At first I felt like this is, how to say...different with another schools because sometimes we only kiss when we meet our teachers at the first time and the last

time after the class finishes, but in this school, any time, even when they go to the toilet, they kiss their teachers' hand. So, it is a kind of strange and new for me actually. (Ema, Interview 10/30/15)

As illustrated in the excerpt, a kissing teachers' hand has long been part of school rules. Even though Ema herself felt strange with the behavior, it was clear that this tradition was part of school culture and was one of the ways of respecting teachers.

Despite being respectful to teachers, including Ema, students often behaved unexpectedly inside the classroom. In Ema's classes, especially in her social science major class, students were difficult to control. They often acted independently during class time and did not engage in the lesson. The following excerpt shows how students interacted with Ema:

- 177 Ema: So, today we are going to learn about narrative text...Narrative
178 text...
- 179 Ss: (Noisy) (Talking to their friends.)
- 180 Ema: *Sebelumnya udah dengar* narrative text? [[have you heard about
181 narrative text before?]] *Apa sih* [[what is]] narrative text?
- 182 Rio: Narratie text, *adalah*...[[is...]]
- 183 Ema: Okay, *kalau belum, ada yang tahu*...[[If not, anybody knows..]]?
184 narrative text is...to entertain the readers about a story. Okay, so
185 now I want you to make a group, *buat kelompok, biasa satu, dua,*
186 *tiga, empat* [[make a group, one, two, three, four]].
- 187 Ss: (Noisily talking to one another.)
- 188 Hadi: Miss, *tentukan jak lah* [[you decide the group]].
- 189 Ss: (Talking to one another while forming groups.)
- 190 Rio: *Oih diem lah hargailah orang oih* [[Be quiet please. Appreciate
191 people]]
- 192 Ema: (Distributes paper handouts to each group, then moves back to the
193 front of the room and explains the task. Her voice is barely
194 audible.)
- 195 Ss: (Talking to each other.)
- 196 Nia: *Oih diemlah* [[be quiet please]].
- 197 Ema: (Ignores students and continues explaining what they need to do
198 for the task.)

As the excerpt reveals, Ema was attempting to introduce the topic of the day's lesson, yet was challenged from the very beginning. Only a few students were responsive to her directions, while the rest were busy talking amongst themselves and did not pay attention to her. This made it difficult for students who wanted to learn to focus on the lesson. Some students even tried to quiet their peers, as indicated in lines 190 and 196, yet did not seem to be successful. Ema did not seem to have the power to control students' behavior, instead continuing what she had planned for the day. In lines 197-198, she continued explaining the material despite student disruptions. In another instance, however, Ema did use various strategies to calm students, as shown in the following vignette:

Ema distributed another handout containing a passage, and then asked students to repeat after her as she read the story about Cinderella. Some students did as they were instructed and read together. However, some male students intentionally read more quickly or slowly, ruining the chorus. Several male students also kept talking to their friends while others were reading. Ema put her finger to her lip while staring at the talking students. Her way of asking students to stop talking using gestures did not seem to work. She continued reading until the end of the story. As the story ended, several male students started laughing. Ema said, "hello...hello" several times, but failed to get the male students' attention. Ema continued explaining the language features of narrative text. (Field Notes, 11/17/15)

As indicated in the vignette, Ema used various strategies to try and quiet the class, such as nonverbal signs and verbally calling for students' attention, but was unsuccessful. As a

result, she ignored students and continued explaining the material she was supposed to teach. The vignette also illustrates that Ema was positioned as a powerless teacher by her students, leading her to ignore them and proceed with what she planned without considering whether they were following or not. This tension caused Ema to negotiate her teacher identity in new ways. Within her social science class, she was no longer a teacher who focused on communicative activities, as she had aspired to be in her microteaching context. In the physical science class, where students were relatively quiet and more cooperative, Ema enacted her teacher identity differently. This contrast suggests that Ema's teacher identity was fluid and negotiable, depending on the context in which she taught.

The Evolution of Ema's Teacher Identity: A Summative Interpretation

Looking across Ema's identity enactment in both teaching practica, it becomes clear that her developing teacher identity was shaped by context. Figure 4.6 illustrates how learning to teach in university and school settings contributed to the development of Ema's teacher identity:

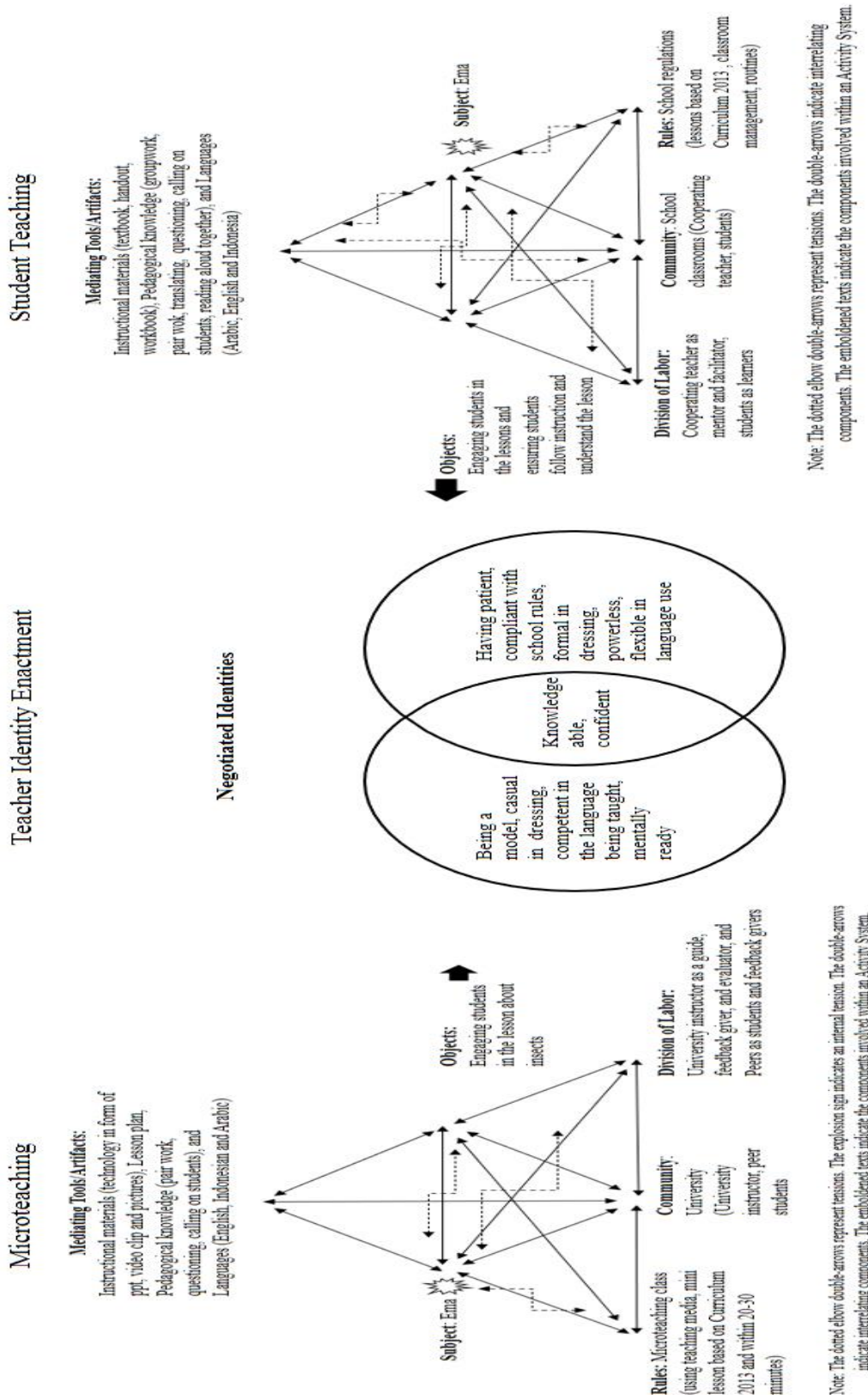


Figure 4.6. The enactment of Ema's teacher identities in both university and school settings

As illustrated in Figure 4.6, Ema's enactment of identity in each teaching practicum shares key similarities and differences. In the university-based practicum, her identity as a teacher was not as visibly developed as when she student taught in a school context. In the microteaching context, Ema still identified as a university student through her casual dress, even though she positioned herself as a teacher in front of her peers. In the school context, however, Ema wanted to be recognized as a certain kind of teacher, as shown in the way she dressed and acted in the classroom. Despite being positioned as powerless by some students, Ema demonstrated that she was patient and confident as a teacher. In response to students' differing levels of language competency, Ema enacted an identity as a flexible teacher in terms of language use. In both contexts, however, Ema wanted to be recognized as a confident and knowledgeable English teacher. This suggests that the different contexts with their different complexities contributed to the development of Ema's identity as an English teacher.

In line with Ema's enacted identity, her conceptualization of being a teacher evolved as she learned to teach in a school context. In the following excerpt, Ema explained what being a teacher meant to her when she was still a student in microteaching:

At the very first time, what I was thinking about a teacher was that we, the teachers, are the model for our students. That's why the development of my identity itself is about the development of myself, like being a model for my students. So, being a teacher means that we prepare ourselves to be the best model for our students, preparing the materials and then preparing the documents like RPP [lesson plans], syllabus, or something like that. And also preparing how

we can be the model. So, we have to really mentally be ready to be a teacher. By entering this faculty, so many developments that I have developed myself from the very beginning when I entered this faculty. (Ema, Interview 5/21/15)

As the above excerpt reveals, Ema thought that a teacher should act as a model who was mentally prepared. This belief was also illustrated in her microteaching demonstration, as indicated in the following vignette:

As part of her lesson, Ema spent some time drilling students on how to pronounce the names of insects. After providing an explanation of insects' characteristics, Ema showed a list of species names on a PowerPoint slide and asked her peers to repeat after her:

Ema: A cricket **Ss:** A cricket (in chorus)

Ema: A cockroach **Ss:** A cockroach (in chorus)

Ema: A flea **Ss:** A flea (in chorus)

Ema: An ant **Ss:** An ant (in chorus)

(Field notes, 5/13/15)

This scene illustrates how Ema was attempting to enact an identity as a competent English teacher, based on her conceptualization of modeling as an important aspect of her teaching.

Yet as she progressed in her student teaching, Ema developed a sense that teaching was not just about being a model for students, but also about being able to control one's emotions when dealing with different student behaviors, as indicated in the following excerpt:

As an English teacher, at the very first I just know that a teacher is someone who needs to prepare all the material and then teach the students, but then when I came to the real situation in the class, I just know that what we have prepared is not only about the material, but the emotional. We have to maintain the emotional. We may not have bad moods when we teach because it will really influence the way the students learn. When we have like a bad mood, then the students will not really appreciate what we teach at that time. And also the other, we have to make sure that our students really like us as a teacher because when we stand in front of the class, we are as a model in the class. So, the students will like mm, pay attention in everything like what we wear, and also our discipline when we come to the class late, and the students will yeah, notice everything, and make notes at us as a teacher. (Ema, Interview 11/30/15)

As indicated in the excerpt, Ema's conceptualization of being a teacher changed with experience. In microteaching, for example, she thought that being a teacher meant becoming a model and being able to prepare teaching materials. In contrast, after she had student teaching experience, for Ema being a secondary school teacher meant being patient and able to handle the class situation. This quality was also evident in how she dealt with students, as indicated in the following vignette:

It was group presentation time, and the class was noisy. A female student made a "ssstt:." sound, but it did not reduce the noise. Ema continued, inviting another group to present after the first two two groups completed their presentations. A group of male students at the back of the classroom threw an athletic t-shirt back and forth to each other while talking. Ema approached them and asked them to go

back to their seats. The third group, consisting of four girls, went to the front of the room and presented their work. When some students continued talking, another student shouted at them in Malay: “*oih dengarkan lah kame* [[listen to us!]].” Some students paid attention, while others ignored the request. The presenting group then read their work. Ema thanked the group after they finished. Ema stared at the talking students several times, but they kept talking to themselves. (Field notes, 11/17/15)

As this vignette indicates, Ema was challenged emotionally by her students. Yet, she tried to control her feelings in dealing with uncooperative students.

The different conceptualization of an effective English teacher signals that Ema’s identity evolved as she transitioned from learning to teach in a university context to a school context. In the following interview excerpt, Ema reveals that her student teaching experience contributed to the development of her teacher identity:

The development is more on moral development because I handled twelve classes and seven classes for four months. The other classes are like additional classes. So, from these classes, I really learned how to manage a class, even control myself, because they really like...have really different courage in learning. So, I have to match their needs with their motivation, they are really different. Let's say, the personality of the teacher itself is being filled by this kind of situation in the class. (Ema, Interview 11/30/15)

As indicated in the excerpt, Ema’s student teaching experience change her view of what being a teacher meant, indicating that teacher identity is fluid and continually changes depending on the teaching context.

Case Three – Prita, the Building Relationship-Oriented Teacher

Demographic Information

Prita is from Sambas Regency, which is located six or seven hours by bus or car from Pontianak City. She is ethnically Malay with two Malay parents. At the time of data collection, Prita was twenty years old. She is the youngest child in her family, with two older brothers and one older sister. She comes from a teaching family, as her mother is an elementary teacher and her father a retired civil servant in an education bureau. Prita is multilingual and speaks English, Indonesian, Malay, and a little bit of Arabic. She uses her multilingual competence for different purposes. In daily life, she uses English mainly for social media, such as Facebook, and reads a daily national newspaper in English. Prita uses Malay, her mother tongue, mainly for spoken interaction with family and close friends. Her writing in Malay is limited to sending and replying to messages from close friends and relatives. To communicate with her peers, Prita uses both Indonesian and Malay. She loves reading novels in Indonesian, but she does not write much in any of the languages she speaks. Although she claimed to speak a little Arabic, her use of the language was mostly limited to religious purposes.

Prita's decision to enter an English studies program was triggered by her love of English, which began in elementary school. Her interest in teaching was influenced by her mother, a teacher herself, although Prita's choice of career was not solely based on her mother's wishes. Prita initially had the idea to become a teacher in high school, when she was disappointed by her English teacher. This gave her a strong desire to become an English teacher so that her future students would not have the same negative experience. Prita's love of English also inspired her desire to learn English literature. When she failed

to find any other state universities offering an English major in West Kalimantan, she decided to enter the English program at Equator University, where she was a campus activist who joined several organizations. Prior to her teaching practicum, Prita also taught a private English course for two years in addition to teaching children at her house.

Complexities of Learning to Teach in a University Setting

Prita's microteaching class met in the same university classroom as Ema's class. At the time of Prita's teaching presentation, one of her peers was absent. The four classmates in attendance were female and sat close to one another. Prita's university instructor was not present during my classroom observation, so I was acting as both a researcher and a university instructor in her class. I sat in the front left corner close to the door. Viewed from an activity theory perspective, Prita's teaching demonstration in itself is an activity system, which can be illustrated in Figure 4.7:

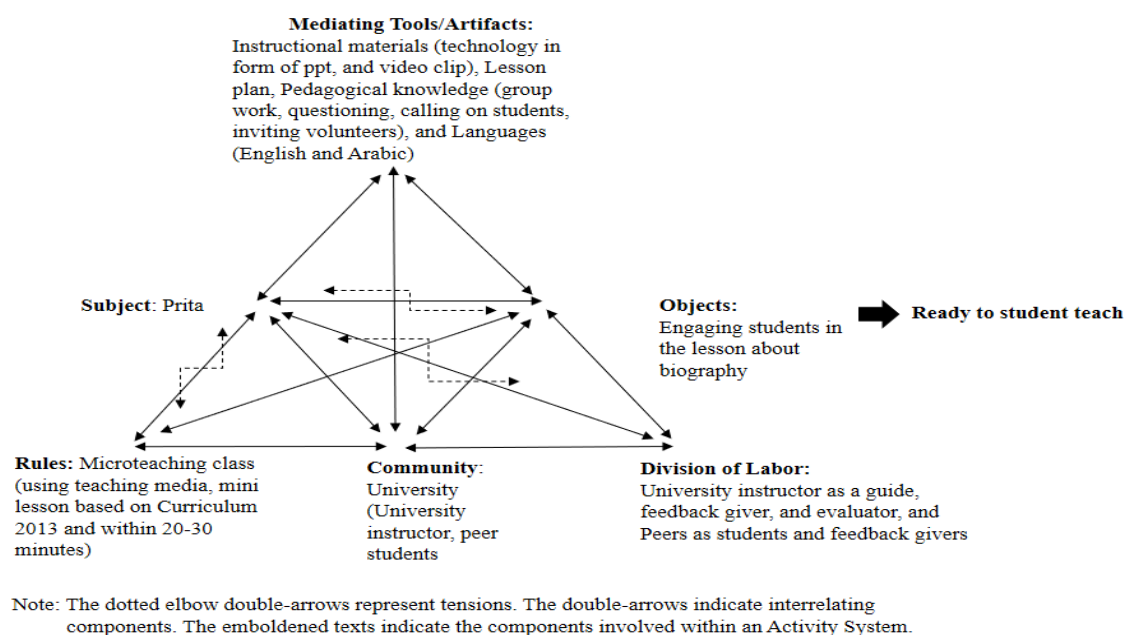


Figure 4.7. Configuration and tensions in Prita's microteaching activity system

As illustrated in Figure 4.7, Prita acted as the subject of an activity system. On that particular day she had one main goal or object to accomplish: engaging her peers, who pretended to eleventh grade students, with a lesson about biography. In order to achieve this goal, Prita used various tools available to her. As part of a shared responsibility, the division of labor was distributed among the community members. Prita's peers acted as students and feedback providers, while her university instructor acted as a facilitator responsible for ensuring that each pre-service teacher had sufficient opportunity to practice. The instructor also provided feedback and assessed pre-service teachers' performance. Prita's interaction with the community in her instructional activity system was mediated by rules, which in this case included the rules and expectations of the microteaching class. One prominent rule applied in the class required that the lesson be based on Curriculum 2013. Additional rules include the expectation from the university instructor that each pre-service teacher perform an interesting lesson utilizing teaching media.

The utilization of tools in learning to teach in a university setting.

Since the context of Prita's microteaching class was a university classroom equipped with a projector, she was able to use technology as an instructional tool in her teaching demonstration. She showed a PowerPoint presentation and played a video about Oprah Winfrey's biography as an example at the beginning of her lesson. The PowerPoint presentation was also used to guide her in explaining the material. As a supplement to technology-related teaching media, Prita also distributed paper handouts to her peers.

In addition to mediating tools involving technology, Prita was also able to draw upon pedagogical knowledge in teaching her peers. Since her lesson involved integrated skills and covered listening, reading, and writing, she used various strategies to engage students in the task. At the beginning of her lesson, Prita utilized questioning strategies and invited the class to answer voluntarily. She also assigned students to work in groups for completing class exercises. Since her peers were highly active and cooperative, Prita could invite them to express their opinions without any obvious obstacles.

In terms of language as a mediating tool, Prita used English almost exclusively from start to finish in her teaching demonstration, with the exception of Arabic for greeting at the beginning and the end of the lesson. Prita's use of English throughout the teaching demonstration indicated how she wanted to be perceived as a teacher. Her teaching context and her English language competence both possibly contributed to her language choice.

Tensions in Prita's microteaching instructional activity system.

While data from classroom observations indicates that Prita did not experience significant obstacles in teaching her peers, some tensions emerged in her instructional activity system. One of the notable tensions occurred between Prita as the subject and the rules. In her lesson plans, Prita designed classroom tasks for a ninety-minute time frame, yet her time limit in the microteaching class was thirty-five minutes. Within this shortened time, Prita was not able to cover all the tasks she planned. Another tension took place between the subject and division of labor. While Prita's peers as students acted cooperatively and did as they were instructed, the absence of a university instructor on that particular day might represent another tension, as Prita could not receive direct

feedback about her teaching performance. These two tensions contributed to the object being achieved, which formed another tension between subject and object.

Complexities of Learning to Teach in a School Setting

Prita completed her teaching practicum at Damai High School, an Islamic-based public school located in the heart of Pontianak City. The student population at the time of data collection was above 700. Unlike most public schools, this high school was based on Islamic tradition. There was a mosque inside the school complex, and school started at 6:45 and ended at 2:20. Each day students had to recite the Quran for fifteen minutes prior to their first lesson in the morning, followed by Arabic prayers. In the afternoon students again prayed together aloud in Arabic. Signs in Arabic were posted around the building, although they were not as common as signs in Indonesian. For example, on top of the whiteboard in each classroom was an Arabic scripture. At this school Arabic was used not only for greeting, but also as part of the learning process. English was taught as a compulsory subject twice a week, with each meeting lasting for ninety minutes. Twelfth grade students took one extra hour of English, focusing on spoken language.

Both students and teachers were required to dress based on Islamic rules, and all students wore uniforms. For example, female teachers and students wore head covers and long dresses covering their bodies, except for their faces and hands. On Mondays and Tuesdays, both male and female students wore grey pants and long-sleeved white shirts, and female students wore white head covers. On Wednesdays and Thursdays, students wore batik garments in a traditional Indonesian fabric. On Fridays and Saturdays, they wore scout uniforms: dark brown pants, orange shirts (long-sleeved for girls and short-sleeved for boys), and dark brown head covers for girls. Teachers and staff were not

required to wear uniforms but were expected to wear formal dress, such as loose pants with t-shirts or Muslim clothing for male teachers and administrative staff and long dresses or pants with head covers for women.

Viewed through an activity theoretical framework, Prita's student teaching is an activity system taking place in a school context. From the obtained data (classroom observations, interviews with Prita and her cooperating teacher, Prita's lesson plans, and focus group discussions), Prita's student teaching had several interrelating components. In terms of goals or motives, Prita had several objects to achieve. At the personal level, she wanted to improve her social skills dealing with students, teachers, and school administration. At the professional level, she wanted to improve her teaching skills as well as her English (Prita, Interview 12/3/15). Prita's teaching activities in the classroom, however, can be seen as an instructional activity system involving her students and the cooperating teacher, as illustrated in Figure 4.8:

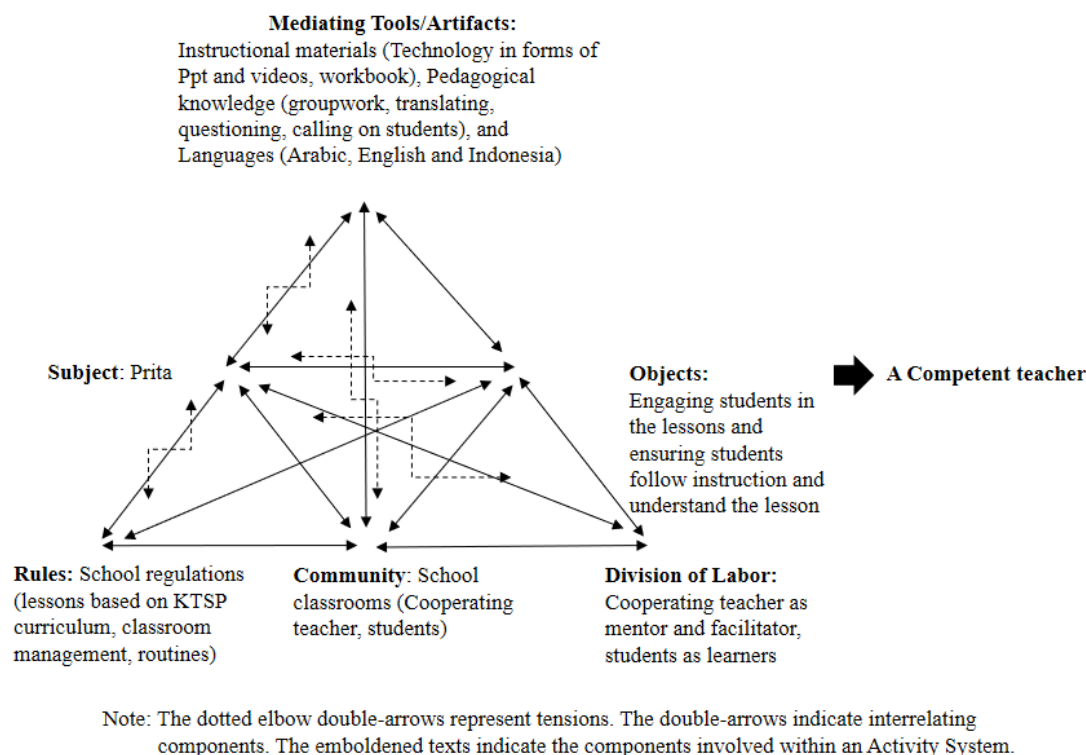


Figure 4.8. Configuration and tensions in Prita's student teaching activity system

As illustrated in Figure 4.8, Prita as the subject of an activity system had several objects to accomplish. In addition to teaching lessons based on the topics in the syllabus used at school, she wanted students to be motivated, participate actively in classroom tasks, and understand her explanations. In achieving these goals, Prita utilized various mediating tools that were available to her within the school community. As part of the division of labor, Prita's students acted as learners studying English for one of their school subjects. The cooperating teacher, Mrs. Rani, served as a mentor who guided and supervised Prita during her student teaching. Mrs. Rani also served as a facilitator by providing Prita with classroom teaching opportunities. Prita's interaction with the

community was mediated by school rules and regulations. For example, each English lesson lasted for ninety minutes and was required to be based on KTSP or competency-based curriculum. Other rules included school traditions and expectations, such as routines performed in the classroom.

The utilization of tools in learning to teach in a school setting.

While teaching in classrooms of around forty students, Prita utilized a combination of technology, textbooks, and whiteboards as instructional materials for achieving her goals. In teaching a lesson about narrative text to twelfth grade students, for example, Prita utilized video clips and PowerPoint slides to engage the class. In a similar fashion, Prita used a combination of PowerPoint slides, and a video clip when she taught eleventh grade students about ellipsis structure. Her use of mediating tools was adjusted to the situation in each classroom. In the classes where she observed and assisted her mentoring teacher, Prita used the same instructional materials as her mentor.

In addition to instructional materials, Prita used her pedagogical knowledge to ensure students understood and received practice in the language. For example, she utilized teaching strategies such as questioning, calling on students to explain what they knew about the topic being discussed, and reviewing what they had learned. In relation to the use of language as a tool to achieve her goals, Prita used both English and Indonesian in her teaching. While her portion of English use was greater in her twelfth grade classes, Prita also combined English and Indonesian in her eleventh grade class. Since the school was Islamic-based, Arabic was also used for greeting at the beginning of the class. Each time Prita began and ended a lesson, she asked students to say certain Arabic expressions.

Prita's use of mediating tools, on the other hand, can be linked to the rules applied within the context of the school. Her decisions about teaching topics and procedures, for example, were clearly connected to school rules, which required her to derive her material from the KTSP curriculum. Prita's use of technology-based instructional materials was also related to her cooperating teacher's expectations, as revealed in Mrs. Rani's interview:

[[In terms of teaching techniques, I expect [Prita] to make students interested in the lesson first through the use of media. First, I know Prita's weakness is in her soft voice. We teach in twelfth grade with a big class size. The students' bodies are also big. With that in mind, the power of voice is important. So, I tell Prita, you must use media in order to shift students' focus. If the students focus on the teacher, it is difficult, especially when the voice is soft. In each meeting, Prita has to show a video first. This is to get students' attention first. When the attention is gained, the rest will be easier. So, my expectation to Prita is that she has to find a video related to the material. If not, at least Prita creates an interesting PowerPoint presentation. To make students interested in the lesson, the technique should be gaining students' attention first. From that we develop the material. In this case, media is emphasized because of the weakness that Prita has]]. (Mrs. Rani, Interview 6/19/16)

As indicated in the excerpt, Prita's mentor teacher expected her to use teaching media in her lessons. Prita's choice to use mediating tools can thus be connected to school expectations and available facilities. Since a projector was available for her each time she taught, it was possible for her to incorporate this technology regularly. Additionally, the

school culture also influenced Prita's teaching methods. For example, greeting and praying in Arabic at the beginning of class was compulsory in this Islamic-based school context. Thus, even though the school did not use a curriculum emphasizing spirituality as one of the basic competences, Prita followed the school's tradition of greeting and praying.

Tensions in prita's school instructional activity system.

Several tensions were found in Prita's student teaching instructional activity system. While internal tension was not clearly identified in her teaching performance, she did encounter other tensions, as she explained in a focus group discussion:

When I was in PPL, I think one of my weakness(es) is in time management. So, maybe I am just too fast in explaining the material. So, after I finish, I still have time and they have nothing to do. So, maybe, I just showed open... them a video or maybe in other case, I am too slow in explaining because I have learned that I am too fast. But when I explained to them too slow, I will not have time for them to do the exercise. So, I think it's still my weaknesses, and also how to group them is like last week, how to manage...or group them because sometimes they just select or they don't want to group with him or them. (Prita, Interview 1/30/16)

From the excerpt, it can be seen that Prita as the subject of the activity system encountered tension with the rules, as she often struggled to manage time effectively. In addition, she also experienced tension with the division of labor, especially with students, as indicated by her challenges in grouping the class. Aligning with Prita's claims, data

from classroom observations indicates that she encountered tension in her instructional activity system:

As soon as the video about the lion and the mouse ended, Prita asked the students, “Anyone can say one word or two words about it, a few words? *Ada yang ngerti?*” One male student said “*tak ada*, [[no]] subtitle,” while chuckling. Prita then responded, “*tahu kan jalan ceritanya* [[You know the plot, don’t you]]?” She then called on Tiara to share. As Tiara started telling the story in Indonesian, one male student said, “in English.” Tiara then stopped telling the story for a while. Prita encouraged her to share again and said that she could use Indonesia, so Tiara continued. Prita praised Tiara as she finished telling the story, and asked the class what type of the story the video was. (Field Notes, 11/21/15)

As indicated in the vignette, Prita switched to Indonesian when the students did not answer as she expected. She also encouraged them to use Indonesian in answering questions. This suggests a tension between subject and tools, particularly language as mediating tools. In addition, students’ reluctance to use English, which might be triggered by their level of English competence, can be seen as a tension between mediating tools and community.

The Enactment of Teacher Identity in Classroom Practices

When analyzed based on Gee’s discourse analysis tools, Prita’s two teaching practica provide insights into the identity she was constructing as an English teacher candidate. In the microteaching context, for example, Prita constructed an image of a typical female teacher in Indonesian contexts, and she continued developing her teacher identity through student teaching. Prita’s way of dressing, for example, indicated that she

wanted to be recognized as a teacher in Indonesian contexts, where teachers have to dress formally. Even in her early microteaching class, Prita began dressing like a typical female teacher. For instance, she wore a skirt, a long-sleeved shirt, a head cover, and low-heeled, feminine shoes during her teaching demonstration. While Prita did not change her dress significantly when she went to Damai High School, she did dress slightly more formally. For example, she wore an alma mater jacket while attending a school flag ceremony. As her dress indicates, Prita wanted to be recognized as a teacher in Indonesian school contexts who served as a role model for her students, and as someone who complied with school rules.

Positioning in relation to students.

Within classroom contexts, Prita's language use also provides insights about how she positioned herself in relation to students and how her students position her. As a pre-service teacher who was still learning to teach, Prita's identity development was still an ongoing process. In general, her identity was still mixed between being a student and a teacher, as illustrated when she delivered a lesson about biography to her microteaching peers. The following excerpt shows how Prita enacted her teacher identity and positioned herself in relation to peers in the class:

- 1 Prita: (Standing in front of the class and holding her hands together),
- 2 *Assalamualaikum Warrahmatullahi wabarakatuh* [[May the peace,
- 3 mercy, and blessings of Allah be with you]].
- 4 Ss: *Waalaikum salam warrahmatullahi wa baro katuh* [[May the
- 5 peace, mercy, and blessings of Allah be with you too]] (in chorus).
- 6 Prita: Good afternoon, students.
- 7 Ss: Good afternoon, Miss (in chorus).
- 8 Prita: How are you today?
- 9 Ss: Fi:ne. What about you? (n chorus)
- 10 Prita: I am fine. Do you know who is absent today?
- 11 Ss: Devi and Diah

- 12 Prita: Desi and Okta. Do you have any ideas where are they?
 13 Ss: Maybe they will be late.
 14 Prita: Oh, okay. Maybe for the next, you can remind them to go to class
 15 earlier.
 16 Devi: (Standing in front of the entrance.)
 17 Prita: Okay. Please come in, Desi. Okay, so before we start our class
 18 today, let's pray together. Ema, please lead your friends to pray
 19 together.
 20 Ema Before we study, let's pray together. Praying begins (students bow
 21 and pray for several seconds). Praying finish! (Students rub their
 22 faces with both hands.)

As shown in the excerpt, Prita began the teaching demonstration by greeting her peers in Arabic. Within this context, she was positioning herself as a Muslim speaking to her Muslim peers. In line 6, Prita started positioning herself as a teacher by addressing her peers as students and greeting them in English. Following the greeting, Prita performed routines typical of a secondary school teacher, such as checking attendance and asking a student to lead a prayer. While the practice of leading prayer (lines 18-22) contributes to students' development of character by encouraging gratefulness, an objective of Curriculum 2013, it also suggests that Prita was enacting an identity as a high school teacher despite the fact that her students were her peers. In the following excerpt, however, Prita enacted a mix of identities in teaching her peers:

- 23 Prita: Okay, before we start our class today, I would like you to imagine.
 24 Now I want you to imagine when you are thirty years from now.
 25 What do you want to work? You have to focus on the profession.
 26 (Shows a PowerPoint slide containing pictures of different
 27 professions.) For example, you want to be a doctor who saves
 28 people's life. Or maybe you want to be a lawyer who saves people
 29 in court. Or you want to be a policeman, or a writer or president.
 30 So, please imagine who you are in the next thirty years. Do you
 31 have any idea?
 32 Ss: Ye::s (in chorus)
 33 Prita: Anyone wants to share?
 34 Ema: (Raises her hand.)

- 35 Prita: Yes, Ema (pointing to Ema).
 36 Ema: I want to be a doctor.
 37 Prita: Oh, you want to be a doctor. Why do you want to be a doctor?
 38 Ema: Because it was my dream since I was in elementary school.
 39 Prita: (Gives a “thumb’s up.”) Very good. Do you know how to become
 40 a doctor?
 41 Ema: I wish to study for another degree in a medical school and I really
 42 mean it.
 43 Prita: Ameen. Who else wants to share?
 44 Devi: (Raises hand)
 45 Prita: Devi.
 46 Devi: I want to be a diplomat.
 47 Prita: Why so?
 48 Devi: Because it was my dream and I want to travel around the world.
 49 Prita: Okay, very good. Okay, it is the opening of our lesson today, so,
 50 today we are going to talk about biography. Do you have any idea
 51 what is biography?
 52 Ss: (Silent.)
 53 Prita: In Indonesian, we called it *biografi* [[biography]].
 54 Devi: I think it is about someone’s life.
 55 Prita: Yes. In biography, it is usually the story about an important person.
 56 So if you want someone to write about your biography, you have to
 57 be::?
 58 Ss: Important persons.

As indicated in the excerpt (lines 23-31), Prita began her lesson by asking the class to imagine what they wanted to be in the next thirty years. Her method of engaging students with questions and answers was not typical of high school teachers. For example, in lines 37-40 Prita asked Ema additional questions, but asking whether she knew how to become a doctor put her in an odd position. While Prita might expect Ema to answer like a typical high school student, for instance by saying through studying hard or choosing a medical major in college, Ema took the question seriously and answered that she thought of getting another degree. Considering that both Ema and Prita were studying in a teacher preparation program, Prita’s question forced Ema to answer as though she really wanted to complete the action. Prita’s response (line 43) in Arabic indicates that she prayed that

Ema's wish might come true. As this conversation was typical among friends, it suggests that Prita was still enacting an identity as a friend in teaching her peers.

In addition to asking unusual questions, Prita also did not treat her peers as typical high school students. For example, she did not give sufficient time for her classmates to think; rather, she immediately asked them if they wanted to share (lines 30-31). While Prita most likely acted this way because the students were her peers and unusually responsive, her decision also suggests that she was enacting an identity as a directive teacher who assumed students would be able to respond quickly to her requests. Prita's method of discussing the lesson topic (lines 49-51), however, resembled those of high school teachers, in that she introduced the topic and asked if her students knew about it. When the students were silent, she tried to make the discussion simpler by mentioning the equivalent term in Indonesian (line 53). This suggests that Prita was developing an identity as a typical high school teacher, despite her mix of identities between being a peer and a teacher in the microteaching context.

In the student teaching context, however, Prita's English teacher identity was enacted in several ways. In the classroom where she usually taught with her mentor teacher, Prita enacted an identity similar to that in her microteaching class, especially in the opening of the lesson, as shown in the following excerpt:

- 59 Prita: *Assalamualaikum Warrahmatullahi wabarakatuh* [[May the peace,
60 mercy, and blessings of Allah be with you]]
61 Ss: *Wassalamualaikum Warrahmatullahi wabarakatuh* [[May the peace,
62 mercy, and blessings of Allah be with you too]] (in chorus).
63 Prita: Let's start our class by saying *basmalah* [in the name of Allah]
64 Ss: *Bismillahirrahmanirrahim* [[in the name of Allah, the most
65 gracious, the most merciful]] (in chorus).
66 Prita: Anyone is absent today?

As the excerpt shows, Prita began her lesson with a greeting in Arabic and asked students to say a brief prayer (lines 59-63). Praying together was part of the school tradition, and a longer prayer in Arabic was usually said at the beginning and very end of each class. In between different lessons, a short prayer, like *basmalah* in line 63, was more common in this particular school. Within this context, Prita's use of Arabic greetings and short Arabic expressions for leading students in prayer can be seen as a way of positioning herself as a part of wider Islamic society. Since her school was Islamic-based, Prita positioned herself as part of the school community. In a similar way, since checking attendance (line 66) was part of a normal classroom routine, Prita was enacting an identity as a typical teacher in a school context.

On her first day of student teaching in another class, however, Prita began her lesson in a slightly different way. The following excerpt (taken from classroom observation 11/23/15) shows that Prita's identity as a typical teacher was not fixed when she first began student teaching:

- 67 Ss: (Talking noisily to one another.)
 68 Prita: Can we start our class?
 69 Ss: Yes::
 70 Prita: *Assalamualaikum warrahmatullahi wabara katuh* [[May the
 71 peace, mercy, and blessings of Allah be with you]]
 72 Ss: *Waalaikum salam warrahmatullahi wabara katuh* [[May the
 73 peace, mercy, and blessings of Allah be with you too]] (in
 chorus).
 74 Prita: How are you today?
 75 Ss: I am fine, thank you. And you::?
 76 Prita: I am very well. I think you are shocked, why I am here.
 77 Ss: Yes::
 78 Prita: Because this is the first time for me in your class. Do you know
 79 who I am?
 80 Ss: No::

- 81 Prita: Okay. So, before we start our class, I would like to introduce
 82 myself first. My name is Prita Wulandari, but you can call me
 83 Miss Prita.
 84 Ss: (Starting to get noisy.)
 85 Prita: *Jadi selama ini Miss ngajar kelas 12, tapi sekarang kelas 12*
 86 *tinggal praktek saja* [[So far, Miss teaches twelfth graders, but
 87 now they just have practice]]. So, what did you learn last
 88 meeting? *Pelajaran terakhir kalian sampai mana?* [[What was
 89 your last lesson?]]
 90 Ss: *Ulangan* [[test]] (in chorus).
 91 Prita: *Ulangan tentang apa ?*[[what was the test about?]]
 92 Tio: Analytical.
 93 Prita: Analytical exposition?
 94 Ss: Yes::
 95 Prita: Mr. Asman told me you don't have to do remedial. So, we just
 96 continue our lesson. *Sebelum kita lanjut Miss, mau nunjukan satu*
 97 *[[before we continue, Miss wants to show you one]] video dan*
 98 *[[and]], it is related to our material today. Ini berkaitan dengan*
 99 *materi yang akan kita pelajari* [[this relates to the lesson you will
 100 learn]]. So, you must listen and watch carefully. (Plays a short
 101 clip from a movie.)

As this excerpt (lines 67-83) demonstrates, Prita adjusted how she began her lesson when she taught in a different classroom. In the first class she ever taught, she did not perform routines like checking attendance or asking students to pray before starting the class. Instead, she introduced who she was and why she was there (lines 81-83). Perhaps this occurred because Prita was not familiar with the students and had not established shared customs with them. She accordingly made an adjustment, indicating that she was developing an identity as a teacher who fit into the school context where she taught.

In addition to making adjustments in the way she opened the class, Prita also adjusted the language she used when she sensed students were longer paying attention to her. In lines 85-88, she shifted into Indonesian as she noticed students beginning to become loud. Perhaps Prita sensed that the class did not understand what she was saying

or had lost interest. When she gained her students' attention back, she combined English and Indonesian, code mixing the two languages (lines 95-100). This not only suggests that Prita enacted multiple identities as a teacher, but also provides clues as to how different language use serves different functions. Within this context, Prita used Indonesian to gain students' attention and English to build her credibility as a teacher in front of new students.

Even when Prita made adjustments in her teaching, she still utilized strategies from her microteaching class. For example, across the two classes that I observed, Prita's ways of organizing her lesson were similar. She structured her lesson by first reviewing past material, playing videos to introduce a new topic, engaging students with questions and answers while providing explanations, and incorporating exercises related to the topic being taught. This similarity in teaching strategies across microteaching and student teaching suggests that Prita's teacher identity was influenced by both her personal and professional development as a teacher. For example, since electronic teaching media were available in both the university and school contexts, Prita was able to incorporate technology in the form of PowerPoint presentations and videos into her lesson. This suggests that Prita's identity development as a particular English teacher was nurtured because her teaching environment supported the initial identity that she brought into a new context.

While some aspects of Prita's teacher identity evolved in a linear way, she also made adjustments based on the school context. In terms of language use, for example, Prita was not able to maintain the use of full English in student teaching. Unlike in microteaching, where she exclusively used English for explaining the material, Prita

shifted her language use between English and Indonesian throughout her lesson in the school classroom. The following excerpt shows how Prita shifted back and forth from English to Indonesian, and vice versa:

- 102 Prita: Because in narrative text we can also find moral value that we can
 103 learn. *Jadi kita bisa juga mendapatkan hal yang bisa kita pelajari*
 104 [[So we can also get what we learn]]. And then what is the
 105 language features of the text, um, Rina. What is the language
 106 feature of the text? *Ciri-ciri bahasanya apa?* [[the language
 107 feature?]]
 108 Rina: *Menggunakan* [[using]] past tense.
 109 Prita: Yeah, *menggunakan* [[using]], past tense. Okay. *Ada lagi*
 110 [[Anything else]]?
 111 Heri: One day.
 112 Prita: *Nah kalau* [[what about]] one day, *itu apa kita menyebutnya*
 113 [[what do we call that]]?
 114 Ria: *Waktu* [[time]]
 115 Prita: *Waktu, Kata keterangan waktu, atau,* [[time, adverb of time, or]]
 116 temporal conjunction. *Kemarin kita belajar,* adjective, *kan* [[We
 117 learned about adjectives yesterday, didn't we]]? Causal. *Nah*
 118 *disini* [here], temporal, *berarti yang menyatakan* [[means]], when,
 119 *kaplan* [[when]]. And then the last? Why do we need to learn
 120 about it? *Mengapa kita perlu belajar tentang* [[why do we need to
 121 learn about]], narrative text? Um, Tania! What is special about
 122 narrative so that we need to learn about it?
 123 Rina: *Untuk* [[to]] entertain
 124 Prita: Besides *untuk* [[to]], entertain, what are other benefits of learning
 125 narrative text?
 126 Ss: Moral values (in chorus).

As shown in the excerpt (lines 102-125), Prita shifted back and forth from English to Indonesian to guide students in the topic she was reviewing. She started to code switch and code mix between English and Indonesian as she began discussing the key concepts of narrative texts. This suggests that Prita was enacting multiple identities to serve students' needs. When the concept was found to be more complicated, she began to switch to Indonesian. However, as she was teaching English, Prita also wanted to be

recognized as a person who was knowledgeable in the language she taught. Her use of different languages in the classroom can be summarized in Table 4.3:

Table 4.3

Prita's Language Use in School Classrooms and Its Possible Functions

Activities	Language use	Possible functions
Greeting	Arabic English	Social positioning Exposing students to the use of English
Checking attendance	English	Building rapport with students
Reviewing lesson	English Indonesian	Exposing students to the target language Ensuring students understand
Responding to students' questions	Indonesian Malay	Ensuring students understand Developing closeness and friendliness toward students
Providing explanation	English Indonesian	Exposing students to target language use Ensuring students understand
Giving instruction	Indonesian English Malay	Ensuring students understand Exposing students to target language use Developing closeness and appearing less intimidating to students
Closing lesson	English Arabic	Exposing students to target language Social positioning

In addition to different language use, Prita's teaching methods provide clues to how she wanted to be perceived as a teacher. In the above excerpt (lines 99-114), she mostly asked questions to engage students in the lesson being taught. This suggests that Prita was enacting an identity as a teacher who wanted students to actively participate in the lesson, rather than positioning students as recipients of knowledge fed to them by the teacher.

Prita's use of multiple languages also suggests a connection between multiple identities and positioning toward students. In her interview, Prita stated, "Yeah, at school

I position myself as their teacher, but also in the other part I have to make myself their partner, because there is some times in the classroom I have to be their friend, but I have to be able to collaborate with them” (Prita, Interview 12/3/15). This claim aligned with Prita’s movement from one language to another. While she used both English and Indonesian when providing explanations in front of the class, Prita also used Malay in combination with Indonesian when responding to students, especially when she walked around and answered individual questions.

Being positioned by students.

In general, Prita’s students were very respectful of her, both verbally and non-verbally. They responded to her greeting at the beginning and end of each lesson, and they never called her by her first name. In addition, students kissed Prita’s hand first whenever they met. As Prita explained, “Yeah. Outside the classroom when I met them, they sometimes shook my hand and kissed it. But when it is inside the class, maybe, it is just when... when they would like to have a break or the break time. Some of the students, not all” (Prita, Interview 2/1/16). While kissing teachers’ hand was part of the school tradition, Prita herself did not always feel comfortable with students kissing her hand, especially when the students were male. She said, “When it is female student, I think it is okay, but when they are males, sometimes I just say sorry, but if they are still younger students, I just let them. But I still have something wrong (Prita, Interview 2/1/16). Prita’s uneasy feeling in regard to male students kissing her hand was partly due to religious rule, in which not all female Muslims are willing to shake hands with adult males.

Although respectful, Prita's students also did not hesitate to comment or ask questions both inside and outside the classroom. This suggests that students positioned Prita not only as their teacher, but also as their friend. The following excerpt (taken from classroom observation 11/23/15) provides clues to how students positioned Prita in the classroom:

(Prita is demonstrating exercises related to ellipsis structure.)

- 127 Heru: *Banyaknya soalnya?* [[What a number of questions!]]
 128 Prita: *Masih* [[still]], twenty. *Diisi dengan*, [[fill in with]] so, neither,
 129 either or too.
 130 Mira: *Capek nyatatnya* [[We're tired of taking notes]] Miss.
 131 Ss: *Ih Banyaknya* [[That's a lot]]
 132 Prita: *Kan gampang jak soalnya* [[But the questions are easy]].
 133 Ss: (Continuing to talk and laugh.)
 134 Prita: (Shows the next PowerPoint slide with additional questions.)
 135 Ss: (Laughing and starting to sing.) I believe I can fly.
 136 Prita: I believe I can fly. *Kalau dibahas Indonesia artinya banyak.*
 137 *Can artinya apa* [[If we translate it into Indonesian, the meanings
 138 are multiple. What is the meaning of can]]?
 139 Ss: *Dapat* [[being able to do]]
 140 Prita: *Selain dapat?* [[In addition to being able]]
 141 Ss: (Overlapping answer) (aud).
 142 Prita: *Can berarti juga kaleng. Kalau* [[can also means a tin. What
 143 about]] fly?
 144 Ss: (Laughing.)
 145 Rina: *Banyak tuh di pasar.* [[Many flies are in the market]]
 146 Heru: *Di pasar dahlia banyak lalatnya* [[in Dahlia Market, there are
 147 many flies]].

This excerpt illustrates that students were not reluctant to complain to Prita about the number of exercises she assigned (lines 127-131). In addition, they were also comfortable talking and laughing in her presence (line 133), suggesting that they were not afraid of her. While this might be because Prita was only a student teacher, it is also possible that she considered herself the students' friend, with whom they could easily share what they

were thinking. As indicated in lines 144-147, students commented freely on Prita's explanation about the possible meaning of the sentence, "I believe I can fly," suggesting that they positioned her as an unthreatening figure. In her interview, Prita also revealed that students' respect for her lessened as she grew closer to them. As she stated, "At first they respected me because they didn't know me, but after this time, I think *berkurang* [[lessen]] because I am close to them" (Prita, Interview 12/3/15).

The Evolution of Prita's Teacher Identity: A Summative Interpretation

Looking across Prita's identity enactment in both teaching practica, it becomes clear that her teacher identity was shaped by the contexts where she taught. Figure 4.9 illustrates how learning to teach in university and school settings contributed to the development of Prita's teacher identity:

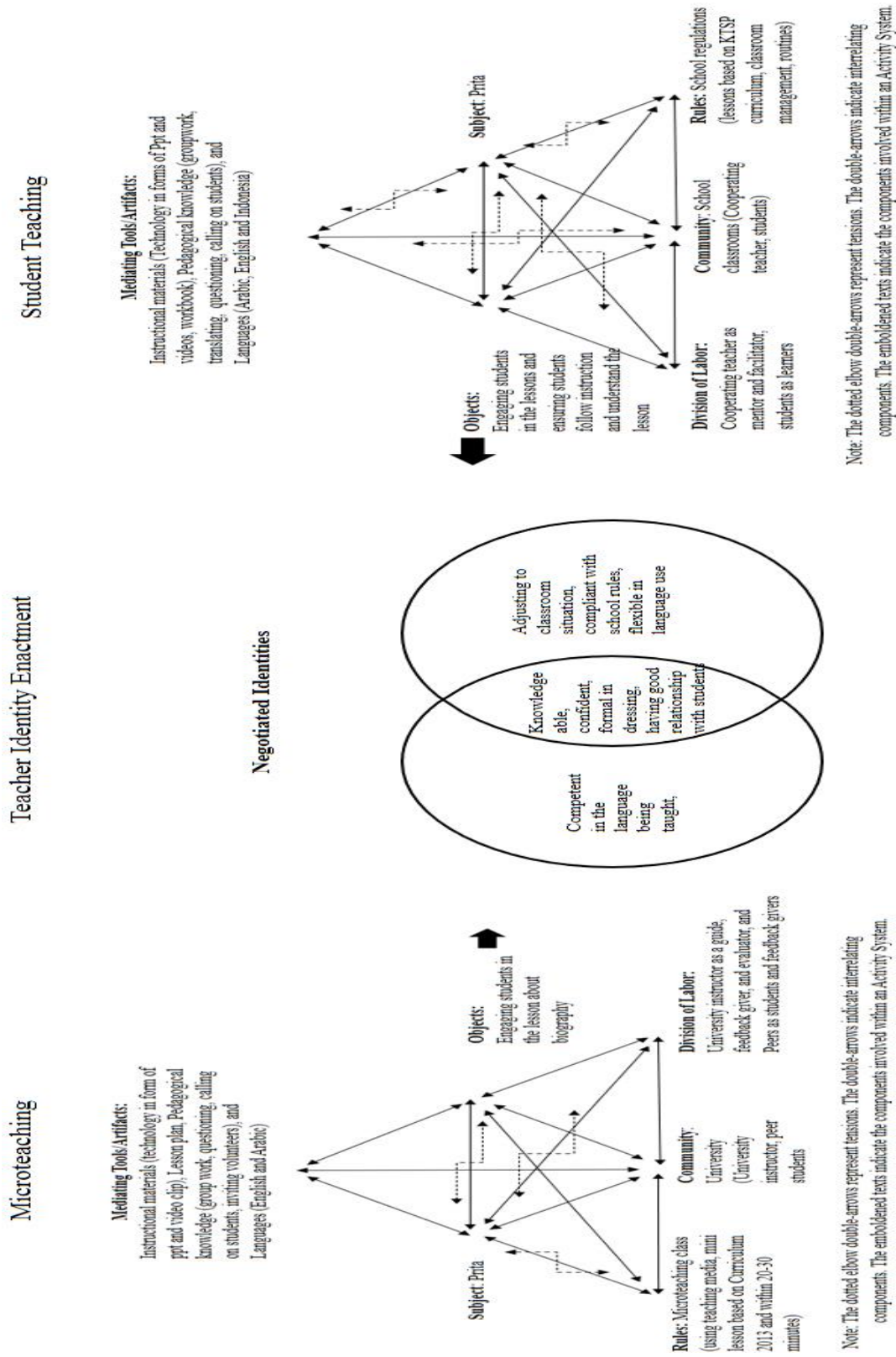


Figure 4.9. The enactment of Prita's teacher identities in both university and school settings.

As Figure 4.9 illustrates, Prita's enactment of identity in each teaching practicum setting shares both similarities and differences. In the university-based teaching practicum, Prita had already developed an identity as a typical teacher in Indonesian secondary school contexts, manifested in how she dressed and in her teaching methods. She also displayed an identity as a teacher who was competent in the language she taught by providing instruction in full English. In the secondary school context, however, Prita's teacher identity was nurtured and continued to develop. While she adjusted her teaching strategies and language use based on interactions with students, some aspects of Prita's identity still aligned with the identity she enacted in her microteaching practicum. In both university and school contexts, however, Prita wanted to be recognized as a teacher who complied with school rules, had a good relationship with her students, adjusted her approach based on classroom situations, and was knowledgeable and confident.

In line with Prita's enacted identities in the classroom, her conceptualization of being a teacher changed as she learned how to teach in a secondary school setting, as indicated in the following interview excerpt:

At first I thought that I wanted to be an English teacher, I only have, I only have to be good in English. But I lost some points... when I joined this faculty, I realized that I have to be able to manage my students, how to manage the class. And there are so many things that I have to improve, including developing their own, their identity as students. When we teach, we not only have to give them knowledge, but we also have to build their characteristics. (Prita, Interview 5/22/15)

For Prita, being a teacher was not just about having knowledge of the content she taught. While this awareness might stem from her past experience as a student, it might also be due to the fact that Prita started teaching even before she began her practicum.

Even though she had previous teaching experience, Prita considered herself as a teacher-learner who was still developing emotionally. She claimed that she was “not good enough [laughing]. My English is not sufficient yet. The way I interact with my students, I think maybe today I might be good enough, but because of my mood, for example tomorrow, I will get mad easily sometimes. I think it will be some kinds of problems for me to interact with them” (Prita, Interview 5/22/15). Prita’s lack of self confidence aligned with her conceptualization of a good English teacher: “A good English teacher to me... a teacher who can master English well, not only having good performance in English but also can build a good relationship with the students, can motivate them, can facilitate them to learn English” (Prita, Interview 5/22/15). It is apparent that Prita was trying to build an identity as a teacher who is knowledgeable in the content she is teaching, and who has good relationship with her students. Her conceptualization of a good English teacher seemed to influence the way she taught her peers in microteaching, as illustrated in the following vignette:

Standing next to the teacher’s desk, Prita smilingly and confidently opened the class by greeting students in Arabic and in English. Following the greeting, she asked students, “How are you?” and checked who was absent for that day. While she was questioning why Oktarina was absent, Oktarina entered the room. Prita noticed her presence and let her enter the room by saying, “Please come in Oktarina.” (Field notes, 5/20/15)

The vignette demonstrates that Prita was trying to enact an identity as an effective English teacher through being friendly, as shown by how she welcomed Oktarina despite the student's late arrival.

Prita's conceptualization of an effectively English teacher did not change significantly during her student teaching. She still considered being knowledgeable in the language she taught as an important characteristic of an English teacher. Prita did add, however, that being able to use various teaching techniques was another important part of effective teaching. As she explained in her interview, "A good English teacher is a teacher who can speak English well, and also can make the students be able communicate in English also, not only theoretically, but also their skill in writing and in speaking. [They] also find the right techniques to teach so many kinds of students" (Prita, Interview 1/2/16). As evidenced in the following vignette, Prita's shifting conceptualization of a good English teacher was manifested in her student teaching:

After all students had completed their presentations and the winner for the best speaker and best media use had been announced, Prita closed the lesson with remarks in a mix of Indonesian and English: "Congratulations to Nanda and to all of you, and I hope that the presentation can improve your speaking skills, *bisa memperbaiki speaking skillnya karena kemarin banyak yang menanyakan ini caranya bagaimana* [[can improve your speaking skills, because many of you asked me how to do this earlier]]. I think that is all for our class. Thank you for your participation. Let's say *hamdallah* [[praise to Allah]]." The students immediately said, "*Alhamdullillahirabill alamamin* [[all praise is to Allah, the lord of the worlds]]." Prita then wished the students luck in their upcoming

examination in English, followed by a greeting in Arabic: “Okay, good luck on your examination, and *Assalamualaikum Warrahmatullahi Wabarokatuh* [[May the peace, mercy, blessings of Allah be with you]].” (Field notes, 11/28/15)

As indicated in the excerpt, motivating students to learn more was part of Prita’s teaching technique and exemplifies her conceptualization of a good English teacher. In Prita’s case, therefore, it is clear that the student teaching experience nurtured her development of teacher identity.

Case Four – Puput, the Well-adjusted Teacher

Demographic Information

Puput is from Sambas Regency, a small town in West Kalimantan which can be reached from Pontianak City within six or seven hours by bus or car. At the time of data collection, Puput was twenty years old. She is the oldest child in her family and has one younger brother. Her father, a former English teacher, is currently a police officer, and her mother is a housewife. Puput is multilingual and speaks Malay, Indonesian, and English. Since she lives in a Malay environment, she primarily uses Malay in her daily interactions. Puput speaks Indonesian at school and when communicating with people who come from different regions, as well as with her peers outside of the English program. Puput started learning English when she was in fifth grade. While her elementary school did not offer English as a subject, Puput’s father brought English books home and taught her the language. Despite her love of English, Puput only uses it in certain situations. For her, English is used mainly for academic contexts and on social media such as Facebook. While she does read online news in English, she rarely writes in English or in the other languages she speaks. In addition to spoken languages, Puput also

knows a little Arabic. However, she uses Arabic mostly for religious purposes, such as praying and reciting the Koran.

Puput began her teacher education soon after graduating from high school. Her decision to enter an English program was triggered by her love of English in high school. Since she did not know of any other universities offering an English major at that time of her high school graduation, she decided to enter the program at Equator University. Puput was not necessarily motivated to be a teacher at the beginning of her studies. After she took an English Language teaching course in her third semester, however, and learned how to write lesson plans and perform teaching simulations in front of the class, she started to consider teaching English. Prior to her teaching practicum, Puput taught English at a private school for one and a half years.

Despite her initial lack of motivation, Puput followed the path to becoming a teacher required by her study. She completed the requisite courses and was able to finish on time, taking microteaching in her sixth semester and continuing with student teaching in her seventh semester. The following section discusses how Puput learned to teach in the microteaching class within a university context and through student teaching at Maju High School, as well as how her identity as an English teacher evolved over two teaching practica.

Complexities of Learning to Teach in a University Setting

Puput's microteaching class met in a university classroom with dimensions of around thirty by twenty-five square feet. There were fans attached to the front and back walls of the classroom, and a projector hung in the middle of the ceiling. A wooden teacher's desk sat at the front of the room, a few feet from the entrance and from the

whiteboard facing the class. There were about thirty metal folded chairs attached to tables and placed in three rows. At the time of Puput's teaching presentation, several students were absent. The seven students in attendance (five female and two male) sat close to one another. Puput's university instructor was present during my classroom observation and sat close to the entrance. Acting as an observer, I sat in the second row near the door.

Viewed from an activity theory perspective, Puput's microteaching class is a collective activity which involved fourteen pre-service teachers, including Puput, and was facilitated by a university instructor, Mr. Untung, who had been teaching in the English department since 2001. The class met twice a week, with two students presenting a mini-lesson based on Curriculum 2013 at each meeting. On average, each student presented his or her lesson in thirty to forty minutes. The activity system of Puput's microteaching demonstration is illustrated by Figure 4.10:

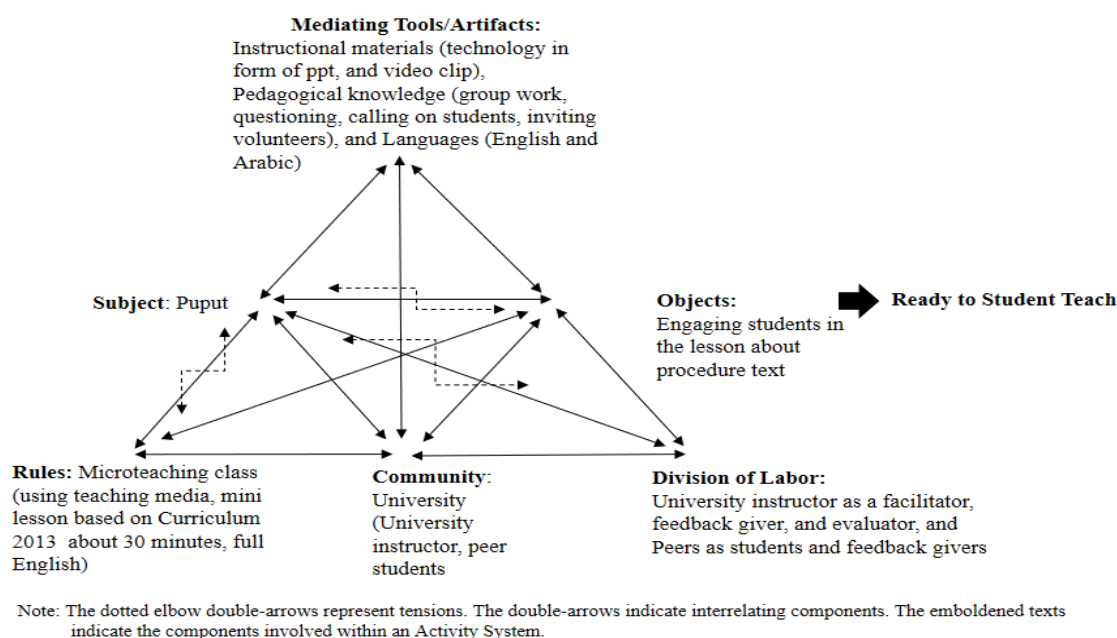


Figure 4.10. Configuration and tensions in Puput's microteaching activity system.

As illustrated in Figure 4.10, Puput acted as the subject of an activity system with one main goal or object to accomplish: teaching her peers, who pretended to be tenth grade students, about procedure texts. She derived her lesson from Curriculum 2013, the newest English curriculum. However, since her lesson plan was not available for my study, it was not clear if she had other goals. Based on Puput's teaching performance, it is evident that she did not specifically focus on a particular language skill. She wanted students to become familiar with the genre of the procedure text and learn to identify its structure, write their own procedure text, and engage in classroom activities. In order to achieve these goals, Puput utilized various mediating tools and artifacts available to her within the university community, which consisted of Mr. Untung and her peers. As part of the division of labor, Puput's peers acted as students and feedback providers, while the university instructor served as a facilitator, feedback provider, and evaluator. Puput's interaction with the community was mediated by rules applied within the microteaching class and expectations from her instructor. These rules included performing a mini lesson that lasted approximately thirty minutes and was based on Curriculum 2013.

The utilization of tools in learning to teach in a university setting.

In teaching the genre of a procedure text to her peers, Puput was able to use technology-based instructional materials. For example, she incorporated a PowerPoint presentation and a video in her demonstration. At the beginning of the lesson, Puput played a video clip illustrating how to make a milkshake as an example of a procedure text. She next used a PowerPoint presentation as a tool for explaining the material. In addition to mediating tools involving technology, Puput was also able to utilize

pedagogical knowledge by assigning students to work in groups and asking questions. Since her peers were highly active and cooperative, Puput was also able to engage them in a game.

In terms of language as a mediating tool, Puput used English exclusively throughout her teaching demonstration. This might be attributable to her own fluency in English and her peers' ability to understand and respond in the same language. The university instructor's expectations were another possible reason Puput used English for her entire teaching demonstration. In an interview, Mr. Untung noted that "actually, we don't really emphasize multi languages. We promote that we try to emphasize using full English... because you know, microteaching is also the place for students to practice their English, to get familiar with English. When they are teaching English, they have to use English. That's the first thing" (Mr. Untung, Interview 6/27/16). From this statement, it is clear that pre-service teachers were required to use English for teaching their peers.

Similar to Puput's use of English for language instruction, her use of technology-based instructional materials was also connected to class expectations, as Mr. Untung explained in the following excerpt:

Hmm, yes... because in our department, we have subjects that relate to the students using technology, not only for their own learning but also for their teaching in the future, because we believe that this generation, the students are digital natives. We know that even though, for example, in some parts of West Kalimantan perhaps we don't have access, equal access to technology, but at least we have to prepare our students to be able to use technology, so that, I mean, the

bridge between the student's life and the teacher's competence or skills is equal.

(Mr. Untung, Interview 6/27/2016)

As indicated in the excerpt, Mr. Untung implicitly expected pre-service teachers to use technology-based instructional materials, despite the fact that many schools in West Kalimantan did not have adequate facilities for enabling teachers to use technology in their teaching. As part of the teacher learning process, however, pre-service teachers were expected to show that they were able to use technology.

Tensions in Puput's microteaching instructional activity system.

While Puput did not experience many obstacles in teaching her peers, some tensions still emerged in her instructional activity system. One of the most notable tensions was the time constraint, as Puput only had twenty-seven minutes to deliver a lesson plan that was intended for ninety minutes. As a result, the classroom tasks were completed quickly and superficially. For example, Puput gave students fewer than five minutes to write a procedure text. Fortunately, as the class was made up of her peers, the task could be completed in a short amount of time.

Another tension emerged between Puput as a subject and the community. For example, Puput's peers, who were asked to pose as tenth graders, intentionally acted like high school students by speaking in Malay, their mother tongue, and pretending not to be on task at the beginning of the lesson. In addition, some students asked Puput questions in Indonesian instead of in English and used Indonesian when talking to one another. Some were also initially reluctant to follow Puput's instructions. These two tensions, between subject and rules and between subject and division of labor, create another

potential tension between subject and object. The shortened time allocated for the teaching demonstration, for example, led to unachieved goals in Puput's case.

Complexities of Learning to Teach in a School Setting

Puput completed her teaching practicum at Maju Middle School, located in the western part of Pontianak City. The number of students enrolled at the time of data collection was over eight hundred. English was taught as a compulsory subject twice a week, with each meeting lasting for eighty minutes. Puput taught one class of eighth grade students for her student teaching assignment. The class met twice a week, but Puput did not teach every session. Students were required to wear scout uniforms consisting of long, dark brown pants and dark orange shirts—long-sleeved for girls who wore head covers, and short-sleeved for boys and for girls who did not wear head covers. Puput's cooperating teacher, Mrs. Hartanti, was one of the school's senior teachers, with twenty-six years of total teaching experience and twenty-one years at Maju Middle School.

Viewed from an activity theory perspective, Puput's student teaching is an activity system taking place in a school context and involving school personnel, teachers, other pre-service teachers, and students. On a smaller scale, however, Puput's classroom teaching activities are also an instructional activity system involving her mentor teacher and students in the eighth grade B class, as illustrated in Figure 4.11:

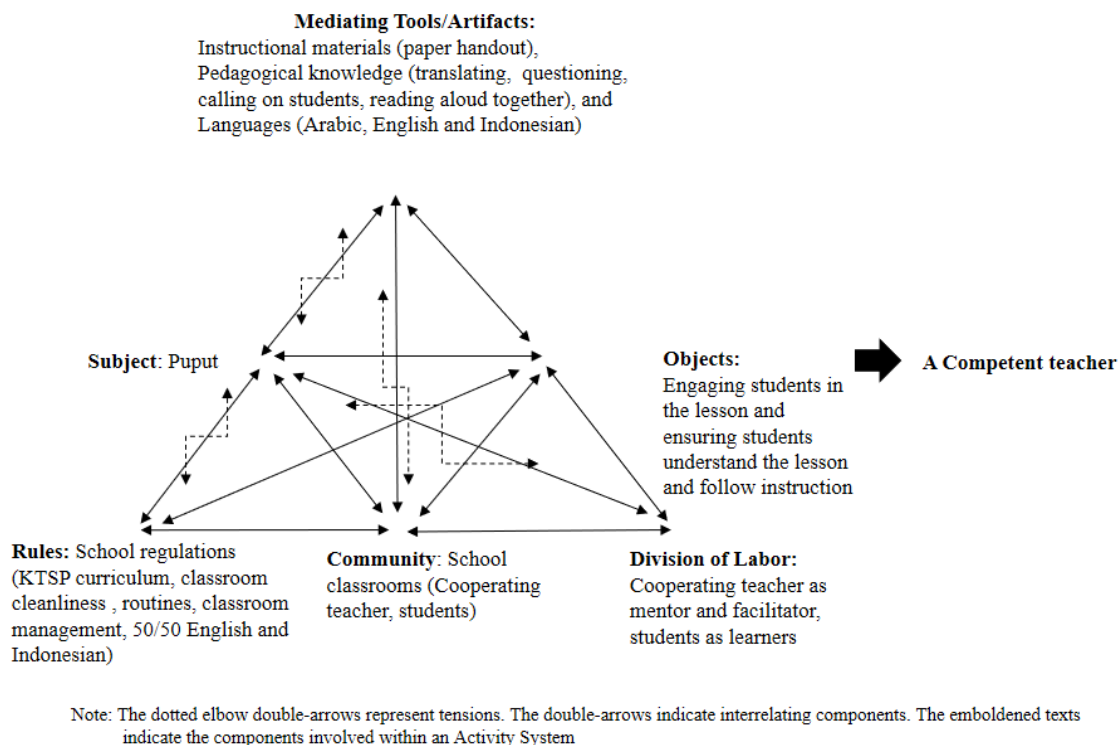


Figure 4.11. Configuration and tensions in Puput's student teaching activity system.

As illustrated in Figure 4.11, as the subject of an activity system, Puput had several objects to accomplish. In addition to teaching lessons based on topics in the school syllabus, she wanted students to understand her explanations, engage in the material, and follow her instructions. In pursuing her goals, Puput utilized mediating tools that were available to her in the classroom community, consisting of her mentor teacher and students. In terms of the division of labor, each community member had shared responsibilities in the teaching and learning process. For example, the cooperating teacher served as a mentor and a facilitator who provided Puput with opportunities to teach in one of her classes. She was also present in the classroom while Puput taught. In a

similar fashion, the students cooperated by respecting Puput and following her instructions. Puput's interaction with the community was mediated by school rules, such as the requirement that English lessons be based on KTSP curriculum and eighty minutes long. Other prominent rules include classroom management, cleanliness, routines, and the 50/50 rule for using English and Indonesian in equal portions.

The utilization of tools in learning to teach in a university setting.

Puput most frequently used a whiteboard as her main instructional tool, along with paper handouts. While she also utilized teaching materials from an electronic textbook, she either used the whiteboard to write everything down or provided paper handouts to the students. This was because the students did not have textbooks, and the school had limited projectors for teachers to use. As a result, technology-based teaching materials were not incorporated in Puput's teaching practices.

In terms of pedagogical knowledge, Puput used various teaching strategies to engage students with her lesson. For example, to activate prior knowledge, she asked them questions related to the topic. Although she asked for volunteers to answer, she also frequently called on students, especially those who were not on task. When Puput noticed that students were talking while she was giving an explanation, she directly called on them and asked them questions. As the whiteboard and paper handouts were the only teaching media Puput used, she frequently wrote on the whiteboard, including the objects of the lesson. Reading aloud together and translating difficult English words were some of the strategies Puput used to ensure students understood the content of the lesson. The following excerpt (taken from classroom observation 11/27/2016) illustrates how Puput taught a recount text lesson focused on writing skills. After writing the lesson objectives

on the whiteboard and reading them together with students, she distributed a handout containing a reading passage. Puput read the text and asked students to repeat after her.

She then asked the class:

- 1 Puput: Okay. *Kata apa yang tidak kalian mengerti disitu?* [[What are the words
- 2 you do not understand?]]
- 3 Ss: Lying.
- 4 Puput: *Dari paragraf pertama, dulu dari atas.* [[From the first paragraph, from
- 5 above.]]
- 6 Ss: Wonderful, better, spent, pretty. (Overlapping and saying the
- 7 words one by one)
- 8 Puput: (Writing difficult words on the whiteboard) Pretty *sama dengan*
- 9 [equals] beautiful. *Kalian tahu* beautiful, *kan?* [[You know
- 10 “beautiful,” don’t you?]]
- 11 Ss: *Tahu.* [[Yes, we do.]] (In chorus)
- 12 Aldo: Albert.
- 13 Puput: *Albert itu nama orang* [[is a name of a person]].
- 14 Ss: (Laughing)
- 15 Puput: *Apalagi?* [[What else?]]
- 16 Ss: (Taking turns shouting words they do not know)
- 17 Puput: (Writing the words mentioned.) *Dah?* [[Done?]]
- 18 Ss: *Dah.* (In chorus)
- 19 Puput: Wonderful, *kira-kira ada yang tahu arti?* [[Does anyone know the
- 20 meaning of “wonderful”?]]
- 21 Ss: *Bagus sekali, sangat bagus.* [[Very good, very good.]]

As shown in the excerpt (lines 1-21), Puput listed each difficult word and translated it into Indonesian. She also asked if anyone knew the equivalent words (lines 8-9). This was done to ensure that students understood the content of the text. In a focus group discussion, Puput revealed that translation was one of her teaching strategies. As she explained, “when we teach vocabulary, we have to translate the words one by one. For example, in learning about narrative text, Cinderella for example, we have to translate from the beginning. For example, what is ‘once’ in ‘once upon a time.’ Basically, we

have to translate until the end of the story to ensure they understand” (Puput, Discussion 1/30/16).

In terms of language use, Puput used Indonesian exclusively for teaching. While English was still used, it was reserved for greeting and for introducing the topic of the lesson. Puput also translated English words into Indonesian. While this was possibly due to the fact that her students’ English proficiency did not allow her to use English exclusively, her mentor teacher also required her to do so. In an interview, Puput’s mentor teacher explained this expectation: “If we use English, all students will not understand. We have to see the environment. It may be possible in Ramayana Middle School, but not here. We have to do 50/50. So, we have to see the environment” (Mrs. Hartanti, Interview 6/17/16). In line with her mentor teacher, Puput justified her reasons for using Indonesian as her dominant language of instruction. She explained, “Well, because the students don't really understand when I use English. So... My *pamong* [[mentor]] also asked me to just use Indonesian when teaching. So, I did it” (Puput, Interview 12/3/15). For Puput, her mentor teacher’s expectations and students’ situations were part of her rationale for using primarily Indonesian in her teaching. In addition to Indonesian and English, Puput occasionally used Malay when responding to students’ questions. This was especially the case when she walked around the room and talked to students individually. For her, using Malay was a strategy for developing closeness with her students, as she asserted in an interview: “It's one of the reasons that I wanted to be close to my students” (Puput, Interview 12/3/15). Arabic was also used, but only for greeting and conducting a short prayer at the end of the lesson.

After looking across Puput's utilization of mediating tools in her teaching, it is clear that her use of instructional tools was connected to the availability of the tools and the expectations of her mentor teachers. Along with expectations about language use, Puput's classroom management style was also based to her mentors' expectations. As she explained in an interview:

Well, when Ma'am asked me to teach in the classroom, I just followed my last performance that I performed in microteaching. So, that's the first. I just [[opened the class directly without checking class cleanliness. And ended also without giving homework]]. And then Ma'am gave me some comments. "For the first time you enter the classroom, you have to check the cleanliness of the classroom." She said it like that. "And also for the end of the class, you have to give students homework," like that. (Puput, Interview 2/2/16)

As indicated in the excerpt, Puput tried to fulfill the expectation of her mentor teachers, including what should be done in the classroom.

Tensions in puput's instructional activity system.

Several tensions emerged in Puput's student teaching instructional activity system, as shown in Figure 4.11. While internal tension was not clearly identified in Puput's teaching performance, she encountered several tensions in her student teaching, especially in the classroom. One of the tensions emerged between herself as the subject of the activity and mediating tools. The fact that the school did not have sufficient projectors for teachers to use prevented Puput from utilizing technology-based instructional materials, one example of a tension. Another tension occurred between mediating tools and the community. For example, English use did not work as a tool

because the students in the community could not understand instruction in English. Additionally, since the class size was large, it was difficult for Puput to utilize communicative activities, such as pair work or group work.

Another tension occurred between subject and division of labor. While pre-service teachers commonly have opportunities to observe their mentor teachers before teaching by themselves, Puput did not receive this opportunity. The following excerpt illustrates how Puput's mentor teacher avoided being observed:

[[My mentor teacher did not want to be observed, but I felt I wanted to observe how she teaches first. So far, any time I requested an observation, she always had an excuse. Last time, I asked, "Ma'am, could I observe you teaching first before I teach?" "Oh no, not necessary," she said. She had a lot of excuses. For example, when I requested an observation, she said, "I have taught today, haven't I?" and "Not today, I just want to give a test to the students." The following week I asked again and she replied with the same thing. She just did not want to be observed]]
(Puput, Discussion 1/30/16)

As shown in the excerpt, Pipit expected to observe her mentor teacher. However, as her mentor teacher never allowed this, Puput did not have a clear idea what she was expected to do. Instead, she relied on knowledge that she had acquired prior to student teaching in the classroom.

The Enactment of Teacher Identity in Classroom Practices

When analyzed based on Gee's discourse analysis tools, Puput's two teaching practica provide insight into the identity she was constructing as an English teacher

candidate. The following section discusses how Puput wanted to be recognized as a particular kind of teacher through her actions and social language use.

In terms of clothing, Puput already dressed like a typical school teacher in microteaching. For example, she wore a long black skirt, black head cover, long-sleeved navy blue batik shirt, and medium-heeled shoes. She did not change her style for her teaching practicum at Maju Middle Schools, wearing similar clothing most days whether she taught or not. For example, one day she wore an alma mater jacket while attending a school flag ceremony. The similar style of clothing that Puput wore in both teaching practica indicates that she was enacting a certain identity as a teacher. She wanted to be recognized as a teacher in Indonesian school contexts who served a model for her students and complied with school rules.

Positioning in relation to students.

Within classroom contexts, Puput's language use also provides insights into how she positioned herself and was in turn positioned by students. During her microteaching lesson on procedure texts, for example, she began by positioning herself as a teacher of her peers, yet still treated them as though they were university students. The following excerpt illustrates how Puput began her teaching demonstration and introduced the topic of the lesson:

- 22 Puput: (Standing in front of the class) *Assalamualaikum*
 23 *warrahamatullahi wabarokatuh*. [[May the peace, mercy, and
 24 blessings of Allah be with you.]]
 25 Ss: *Waalaiikum salam warrahamatullahi wabarokatuh*. [[May the
 26 peace, mercy, and blessings of Allah be with you too.]] (In
 27 chorus)
 28 Puput: So here you are, my students in senior high school grade eleven.
 29 Okay, students, we are going to learn about procedure texts, but
 30 before I start that, can you make a group of three?

- 31 Ss: (Looking at each other)
 32 Puput: Three groups. I will call you, one, two, three (pointing to
 33 students while counting).
 34 Ss: (Moving closer to one another based on their assigned numbers)
 35 Puput: So, here I will give you a sheet. I will play a video twice. The
 36 first time, you have to listen carefully, and the second, you have
 37 to answer the questions (distributing handout).
 38 Ss: Huu:h (reacting to pictures on the screen before the video is played)
 39 Puput: Okay, I will play it again, and you fill in the missing information
 40 Ss: (Silently watching the video)
 41 Puput: (Standing at the side of the classroom, then walking around.)
 42 Okay, one of you read the answer (as soon as the video ends).
 43 Rika: Lemon, syrup, milk, ice cream.
 44 Tata: We have the same answer except for the ingredients. We added
 45 hot water.
 46 Puput: Okay, good (clapping hands). Okay, the last group?
 47 Toto: Lemon, syrup, ice cream, hot water.
 48 Puput: Yeah, good. Give applause for all of you.
 49 Ss: Yeah (clapping hands).

As indicated in the excerpt, Puput began her lesson by greeting her peers in Arabic and asking them to pretend to be eleventh graders. Her choice to use Arabic for greeting (lines 22-23) was not a coincidence. The fact that both she and many of her peers were Muslim situated her use of Arabic within the tradition of Indonesian contexts. Puput's explicit request for her peers to act as eleventh graders (line 28) also illustrates that she was treating them as high school students, positioning herself as their teacher at that moment. Clues to Puput's identity as a teacher were also indicated by her method of giving instructions to her peers following the greeting. In asking students to make a group of three, for example, Puput numbered her peers in order to decide who should work with whom (line 32). While this was a common method for asking students to work with different classmates in both university and school settings, this technique was more typical for high school students, who are usually reluctant to work in groups with others

who are not their friends. Similarly, Puput instructed her peers to applaud themselves as a way of appreciating their work (lines 46 and 48). This resembles school teachers' tendency to praise their students.

During her mini lesson, however, Puput's identity as a high school teacher was not wholly enacted. In guiding her peers in listening exercises, for example, she directly asked them to answer questions without knowing whether they had finished filling in the missing information (lines 42-46). Given that Puput was teaching in a university setting and practicing with her peers, it was not necessary for her to treat them as actual high school students. This provides clues that Puput's identity was still mixed between a teacher and a friend who understood that her peers were not actually her students.

In another section of her demonstration, the type of teacher Puput wanted to be perceived as became evident when she provided an explanation, as shown in the following excerpt:

- 50 Puput: Does anybody know the purpose of a procedure text?
 51 Ss: To explain something. (Overlapping)
 52 Puput: The purpose here is to tell the readers about how to make
 53 something or to do something.
 54 Ss: Oh:: I see. (In chorus)
 55 Puput: (Standing in front of the class, close to the table with her laptop)
 56 So, that's why a procedure text also has a generic structure like
 57 another text. So, the generic structure of the procedure text is the
 58 goal, material or ingredients, then steps. For the goal itself, it
 59 contains the purpose of the text. And then the material, it contains
 60 the materials or ingredients that are used in the process. The last
 61 step, it contains steps that pertain to something in the goal. So,
 62 here is the example. How to make a milkshake is the goal. The
 63 materials here are the material, and the step here is the step
 64 (showing a PowerPoint slide contain information related to the
 65 generic structure). Those are the language features of a procedure
 66 text (showing another slide). So the first is using simple present
 67 tense. For example, I think of making milkshake. And the second,
 68 a procedure text uses adverbs of sequence. For example, the first,

69 second, and blah, blah. And for the third, a procedure text uses
 70 temporal conjunctions. So, for example, next, and then, finally,
 71 and soon. And then, a procedure text uses imperative sentences.
 72 So for example, add a spoon of sugar. You get the point?
 73 Tata: Yes, ma'am::

As indicated in the excerpt, Puput was trying to explain the genre of the procedure text. Her method of asking her peers the purpose of the text was typical of a teacher attempting to engage students in the topic. Puput's way of addressing their answers, however, was uncommon for a high school teacher. Instead of appreciating her peers' answers, she immediately continued her explanation (lines 55-72), giving the impression that she had ignored the students. Her peers' chorus response (line 54) provides clues that they positioned themselves as well-behaved high school students who followed Puput's instructions, whereas she positioned them as her peers.

Puput's enacted identity was also illustrated by the way she explained the genre of a procedure text. She was very direct and did most of the talking, as if she were in a rush. Her method of explanation was more like a lecturer giving a presentation (lines 50-72), rather than a teacher instructing high school students. While this was probably due to the time constraints, it also indicates that she was enacting an identity more aligned with a typical university instructor than with a secondary school teacher.

Contrary to the microteaching context, Puput enacted different identities during her student teaching. Whereas she directly introduced the topic in her microteaching demonstration, she first performed some routines in her classroom, as shown in the following excerpt (taken from classroom observation 11/20/2015):

- 74 Puput: (Standing in front of the class) *Coba liat dulu sampah di bawah*
 75 *mejanya. Sampah di dalam laci* [[Please check for trash under
 76 the table and inside the drawer.]]
 77 Ss: (Checking their drawers and looking around)
 78 Puput: *Ayo sampahnya udah ke?* [[Come on, are you done with the
 79 trash?]]
 80 Ss: (Talking while looking for trash)
 81 Puput: *Satu::, dua, tige, empat...lima.* [[One:: two, three, four...five.]]
 82 Ss: (Returning to their seats)
 83 Sofya (Taps a table once, everyone stands up.) GREETING!
 84 Ss: Good morning:: Miss::
 85 Puput: Morning. (Standing in front of the class)
 86 Mia: (The leader of the class gives instruction) Sit down, please.
 87 (Everyone sits down.) Before we start our lesson, let's pray
 88 together. Begin.
 89 Ss: *Bis::millah::irohman::nirrahim* [[in the name of Allah, the most
 90 gracious, the most merciful]]. Oh my Allah, we pray to you with
 91 all we say and all we do. Make us humble, always true along the
 92 paths. Best wishes to you. Amen (in chorus).
 93 Puput: Okay. Is there anyone absent today?
 94 Ss: Nobody is absent (overlapping).
 95 Puput: Nobody? Good. Okay, *assalamualaikum warahmatullahi*
 96 *wabara katuh.* [[May the peace, mercy, and blessings of Allah be
 97 with you.]]
 98 Ss: *Waalaiikum salam warahmatullahi wabara katuh.* [[May the
 99 peace, mercy, and blessings of Allah be with you.]] (In chorus)
 100 Puput: How are you today?
 101 Ss: I am fine, thank you, and you::? (In chorus)
 102 Puput: Okay. I am fine, too, thank you. Okay, *disini* Miss *mau tanya*
 103 *nih. Kalian pasti pernah pergi ke pesta kan?* [[Here, Miss wants
 104 to ask. Have you ever been to a party?]]
 105 Ss: *Pernah* [[Yes, we have.]] (In chorus)

As shown in the excerpt, Puput went through several routines before introducing the topic she wanted to teach. She first checked the cleanliness of the classroom, followed by greeting students, praying together, and checking attendance (lines 74-101). Unlike in microteaching, when she directly introduced the topic, Puput adjusted her methods for opening the lesson based on classroom traditions and her mentor teacher's expectations. This suggests that Puput's identity evolved as she taught in different contexts. In the case

of student teaching, Puput tried to fit into the school context. Furthermore, by asking students to check for trash and counting from one to five to make them finish the task within the time given (line 81), Puput also indicated that she was positioning herself as an authoritative figure in the classroom, meaning that students must follow her orders.

In addition, the interplay of different languages in the routine provides clues that both teacher and students enacted multiple identities. This was supported by Puput's mentor teacher, Mrs. Hartanti, who noted that performing the routine in different languages served several functions. As she stated in an interview, "In the case of praying, they pray in their language, like Muslims in Arabic, just in their heart. To be spoken out loud, it should be in English because this is an English lesson. And then, at the end of the lesson, they must say praise to Allah" (Mrs. Hartanti, Interview 6/17/16). As Mrs. Hartanti explained, prayer in English was part of an English lesson, suggesting that both teacher and students were trying to enact an identity as part of an English community.

In Puput's case, she used at least four different languages in opening her lesson (line 74-105). In lines 74-81, she gave instruction in Indonesian yet in lines 78 and line 81 she used a combination of Indonesian, and Malay to check whether students had done the assigned task. While this might have been a spontaneous decision, it also suggests that Puput was enacting multiple identities. Her use of Indonesian, for example, indicates that she was part of a larger Indonesian community whose members use the national language as part of instruction. In combination, her use of Malay also indicates that she was aligning herself with students' mother tongue. This illustrates that she positioned herself as a teacher who was not intimidating. In addition to replying to greetings in English (line 85), Puput also greeted students in Arabic (lines 95-96), which did not seem

to be a coincidence. As she explained, “Well, I think it is spontaneous from me because I want to start my class. It is like I want to come to someone's house, and I need to say it” (Puput, Interview 12/13/15). However, she also seemed to be unconsciously applying the norms of wider Indonesian society, in which a Muslim speaking to primarily Muslim students should greet them in Arabic. Puput’s use of English in greeting and checking attendance also provided clues to how she wished to be perceived as a teacher. As an English teacher in an Indonesian school context, she wanted to demonstrate English usage to her students. This might also suggest that Puput was trying to model how to use English for daily purposes. It was clear that Puput enacted multiple identities through using multiple languages in the classroom, which can be summarized in Table 4.4:

Table 4.4.

Puput’s Language Use in School Classrooms and Its Possible Functions

Activities	Language used	Possible functions
Greeting	Arabic English	Social positioning Letting students practice English
Praying	Arabic English	Associating with larger Muslim society Letting students practice English
Checking students’ attendance	English	Building rapport with students
Reviewing lesson	Indonesian	Ensuring students understand
Giving explanation	Indonesian	Ensuring students understand
Giving instruction	Indonesian Malay	Giving information, clarifying information, emphasizing, explaining the topic Developing closeness with students and making the tasks less intimidating
Closing lesson	English	Letting students practice English

As indicated in Table 4.4, languages served different functions in Puput’s classes. While English was used mostly for greeting and praying, the rest of the class was mainly

conducted in Indonesian. The following excerpt (taken from classroom observation 11/28/16) shows how Puput switched to Indonesian immediately after she finished performing classroom routines and began reviewing previous material before introducing the day's lesson:

- 106 Puput: *Masih ingat pelajaran kita yang kemarin?* [[Do you still
107 remember our lesson from yesterday?]]
108 Ss: *Masih.* [[Yes, we do.]] (In chorus)
109 Puput: *Kita belajar apa kemarin?* [[What did we learn yesterday?]]
110 Ss: Recount text:: (in chorus).
111 Puput: *Apa itu* [[what is]] a recount text?
112 Ss: *Teks yang menceritakan kejadian masa lampau atau lalu.* [[The
113 text that informs about events that happened in the past]]
114 (overlapping).
115 Puput: (Writing the definition on the white board) *Teks yang*
116 *menceritakan kejadian masa lampau atau lalu. Ciri yang paling*
117 *mudah dari* [[The text that informs events in the past. What are
118 the obvious characteristics of a recount text?]]
119 Ss: (Overlapping) *Menggunakan tenses* [[using past tense]].
120 Puput: *Menggunakan* [[using]] simple past:: tense. *Apa aja rumus*
121 [[what is the formula for]] simple present tense?
122 Ss: (Overlapping) subject plus verb *dengan* [[plus]] object.
123 Puput: *Sekarang kita masih akan belajar* [[Now, we are still going to
124 learn about]] recount texts, *tapi kita akan belajar bagaimana*
125 *cara mengidentifikasi text tersebut* [[but we are going to learn
126 how to identify that text]]. (Distributes handout and returns to
127 the front of the class) *udah dapat semua kan?* [[Has everyone got
128 the handout?]]
129 Ss: *Udah* [[yes.]] (In chorus)
130 Puput: *Sekarang kita baca sama sama dulu ya baru kalian.* [[Now, let's
131 read together. Later you will read by yourself.]]

As shown in the excerpt, Puput proceeded with reviewing the lesson as soon as the routine was done (lines 106-121), then introduced the topic of the lesson for the day (lines 123-131), using Indonesian as the language of instruction. Puput's predominant use of Indonesian provides evidence that she was enacting an identity of a teacher more focused on content than on the communicative function of the language. While the

expectation was that English and Indonesian be used equally, in practice English was used very minimally, mostly for greetings and introducing the topic. The rest of the lesson was characterized by reading aloud together and translating each English word that students did not understand.

In addition to using different languages, Puput's teaching methods provide clues to how she wanted to be perceived as a teacher. The following excerpt (taken from classroom observation 11/20/2016) provides insight into the identity Puput was enacting:

- 132 Puput: *Ini ya tujuan pembelajarannya. Ada yang tahu fungsi dari?*
 133 [[This is the objective of the lesson. Does anyone know the
 134 function of an invitation card?]]
 135 Dio: *Fungsinya untuk...* [[The function is for...]]
 136 Puput: *Tunjuk tangan!* [[Raise your hand!]]
 137 Heru: *Untuk mengundang orang* [[to invite people.]]
 138 Puput: *Untuk mengundang orang* [[to invite people.]]
 139 Dio: *Untuk memberitahukan tentang adanya acara* [[to inform people
 140 about an event.]]
 141 Puput: *Untuk memberitahukan tentang adanya acara. Ada lagi? Selain*
 142 *itu? Acara* [[to inform people about an event. Anything else?]]
 143 Ss: *Untuk menginformasikan sesuatu* [[To inform something.]]
 144 Puput: *Untuk menginformasikan sesuatu. Jadi ini adalah beberapa dari*
 145 *fungsi kartu undangan yang udah disebutkan teman2nya. Yang*
 146 *pertama yaitu untuk?* [[To inform something. So these are some
 147 of the functions of invitation cards that your peers have
 148 mentioned. The first is to...?]]
 149 Ss: (Reading together) *untuk mengundang orang, untuk*
 150 *memberitahukan adanya acara, untuk menginformasikan sesuatu*
 151 *[[to invite people, to inform people about an event, to inform*
 152 *something.]]*
 153 Puput: *Jadi fungsi dari invitation card itu sendiri adalah untuk*
 154 *mengundang. Mengundang orang untuk datang ke acara?* [[So,
 155 the function of an invitation card itself is to invite, to invite
 156 people to come to an event?]]
 157 Ss: *Pesta* (overlapping).

As shown in the excerpt (lines 132-156), Puput was explaining the functions of invitation cards. She began by mentioning the lesson objectives and asking probing questions to

engage students, repeating their answers before explaining the function of an invitation card (lines 137-144). Her method of repeating students' answers can be viewed as a way of appreciating their participation. This suggests that Puput was enacting an identity as a teacher who appreciated students' efforts. In addition, it illustrates that Puput positioned herself as a teacher who facilitated students' learning instead of imposing knowledge on them.

Puput's positioning in relation to her students, however, varied depending on the classroom situation. The following excerpt shows how Puput positioned herself when the students were not on task:

- 158 Puput: *Jadi hari ini kita akan belajar tentang.* [[So, today we are going
159 to learn about]] recount texts. (Writing the definition of recount
160 text on the whiteboard) *Jadi recount text adalah?* [[So, a recount
161 text is?]]
- 162 Dio: *Text yang menceritakan tentang kejadian masa lampau* [[the
163 text that informs about events that happened in the past.]]
164 (Reading the definition out loud together)
- 165 Puput: *Ingat ya. Nanti kalau ditanya. Heru, catat! Nanti kalau Miss*
166 *Tanya harus jawab.* [[Just remember later when you are asked.
167 Heru, take notes! Later if Miss asks, you must be able to answer.]]
- 168 Rio: *Heru lagi, Heru lagi.* [[Heru again, Heru again.]]
- 169 Puput: *Jadi tujuan dari mempelajari recount text ini adalah yang*
170 *pertama...* [[So, so the goal of learning a recount text is first...]]
171 (Writes the objective on the whiteboard)
- 172 Rio: *Siswa mampu mempelajari....* [[Students are able to learn...]]
- 173 Nia: (Students talk to each other.) *Diam lah Heru. Catat jak.* [[Be
174 quiet, Heru. Just take notes.]]
- 175 Rizal: *Orang nyatat.* [[We are taking notes.]]
- 176 Puput: *Yang ngomong-ngomong tuh mau gantikan miss di depan ke?*
177 [[Those who are talking want to replace Miss at the front, don't
178 they?]]
- 179 Rio: *Astagfirullahal adzim.* [[I seek forgiveness from Allah.]]
180 (Continues taking notes)

As indicated in the above excerpt (lines 165-178), Puput used various strategies to ensure that students followed her instructions. When they were noisy or off task, she attempted to regain their attention. In line 165, Puput instructed students to remember the information in case they were asked. She also directly called on the student who wasn't taking notes and reminded him that he must be able to answer when asked (lines 165-167). Rather than threatening students for being off task, Puput paid attention to the dynamic of the classroom. It was clear that she positioned herself as a teacher who was strict and discouraged misbehavior. In the same way, she explicitly discouraged student talking, as shown in line 176. Puput also warned students to remain silent by asking whether those who were talking wanted to replace her in front of the class. Although she might have been joking, this action nevertheless illustrates that she was serious in dealing with her students.

Puput's enactment of teacher identity aligned with her conceptualization of how she positioned herself in relation to her students. In an interview before she began student teaching, Puput claimed: "I'll act as a real teacher, not a university student, when I am with my students" (Puput, Interview 5/20/15). Along these same lines, she also wanted to be recognized as a teacher who cared for her students and paid special attention to those who talked in class. In a focus group, Puput shared her methods for getting students' attention:

When I am teaching in my classroom, when I am explaining my materials, and then I see some students are talking, I like to ask them questions. For example, Pipit and Adi were talking during my explanation. So, I directly pointed to Adi as an example and said "Adi, what did Miss just explain?" I directly point at

people or directly come to them and ask, “What are you doing?” (Puput,

Discussion 1/30/16)

As Puput explained in the excerpt, she used many strategies to deal with talking students.

While this is common for a teacher, it also shows that Puput was concerned about students’ behavior. This suggests that she was developing an identity as a teacher who cared about students’ learning and enforced discipline.

Being positioned by students.

Puput’s students were generally respectful and demonstrated their respect both verbally and non-verbally. At the beginning and end of each lesson, they stood up and greeted her. While this was part of school tradition, it also indicates that Puput’s students respected her along with their other teachers. In the classroom, students never called Puput by her name. Instead they called her “Miss,” a title for a female teacher who has not been married. Within Puput’s school context and Indonesian society in general, calling teachers by their names was seen as rude and disrespectful. In addition, students kissed Puput’s hand at the end of the class or before they went home. While this action was an established part of school rules and tradition, respecting the elderly is also connected to Indonesian society in general. Although there are other ways of respecting the elderly aside from kissing teachers’ hands, the gesture was highly encouraged at this particular school. According to Mrs. Hartanti, Puput’s mentor, kissing teachers’ hands was a positive ritual and should be preserved since it related to politeness (Mrs. Hartanti, Interview 6/17/16).

Within classroom settings, Puput's students were obedient and followed her instructions. Puput also seemed to build rapport with them. In the following excerpt, students demonstrated that they respected her through verbal and nonverbal expressions:

(It is the end of the class. As a routine, students pray and greet their teachers.)

- 181 Nia: Before we go home, let's pray together. (Students bow and
182 become silent for several seconds.) Finish. Stand up, please.
183 (Everyone stands up.) Greeting!
184 Ss: Good morning and thank you, Miss:
185 Puput: Goodbye.
186 Ss: (Several students approach and kiss Puput's hand.)
187 Puput: *Besok miss ujian, kalian jadi siswa yang baik-baik ye?* [[Miss is
188 going to have an examination tomorrow. Please be nice,
students.]]
189 Nia: Miss, *Heru jak terus yang disebutnye.* [[You mention Heru all
190 the time.]] (Laughter)
191 Puput: *Mane die tuh ngobrol terus.* [[He was talking all the time.]]

As indicated in the excerpt, students respected Puput and seemed to have a good relationship with her. In lines 186-191, for example, students approached her, kissed her hand, and commented on her preference for calling on certain students. Puput in turn illustrated that she was close with students, asking them to behave for their examination the following day (line 178). Her closeness was also illustrated by her choice of language. Instead of using Indonesian or English, Puput used Malay to reply to students' comments about her preference for calling on particular classmates (line 182).

The Evolution of Puput's Teacher Identity: A Summative Interpretation

After looking across Puput's identity enactment in both teaching practica, it is clear that her teacher identity was shaped by the contexts where she taught. Figure 4.12 illustrates how learning to teach in university and school settings contributed to the development of Puput's teacher identity.

Microteaching

Teacher Identity Enactment

Student Teaching

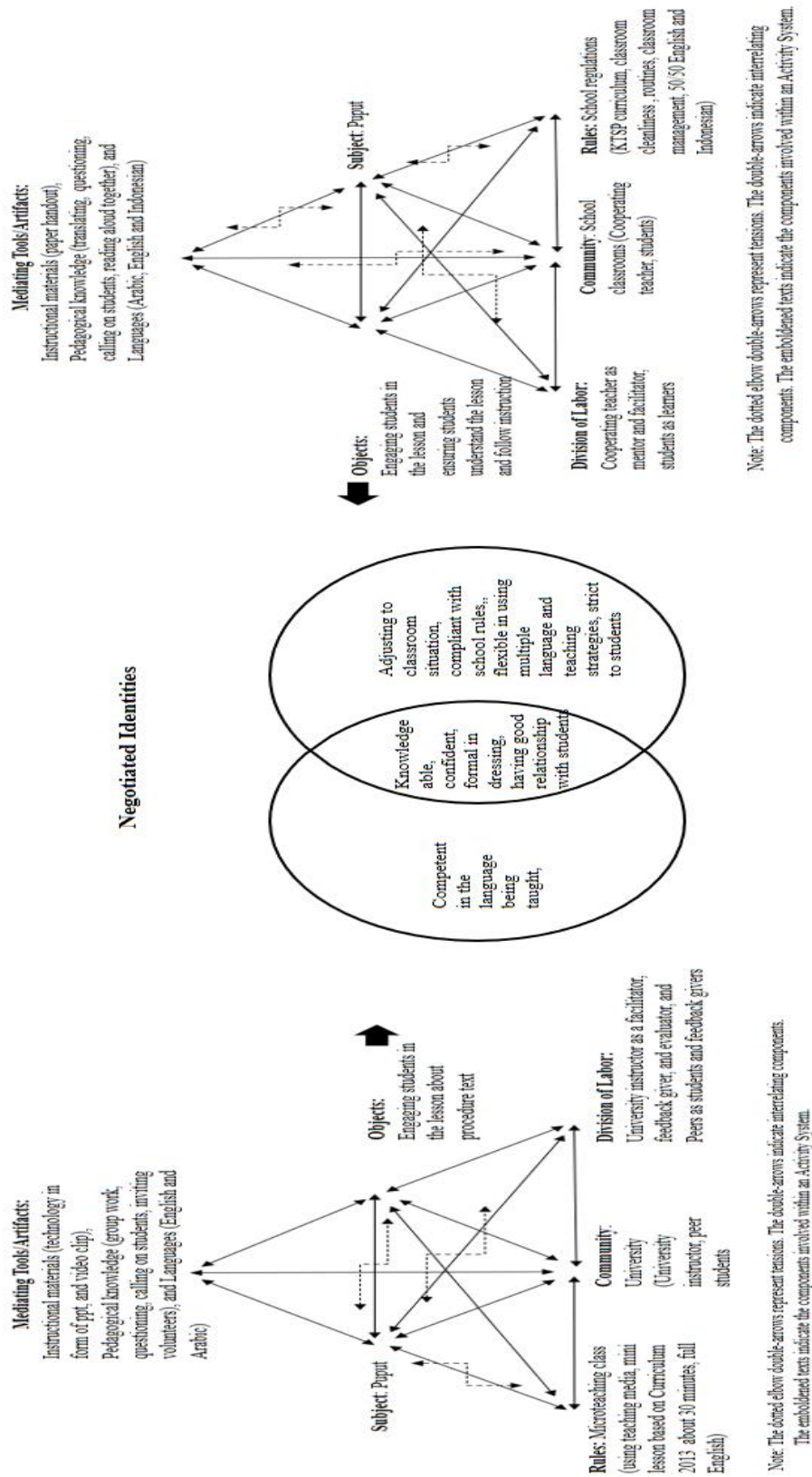


Figure 4.12. The enactment of Puput's teacher identities in both university and school settings

As illustrated in Figure 4.12, Puput's identity enactment in each teaching practicum shared similarities and differences. In her university practicum, Puput had already developed an identity as a typical teacher in Indonesian secondary school contexts, as manifested in her clothing and teaching style. She also displayed an identity as a competent language teacher by providing instruction entirely in English. In secondary school contexts, however, Puput adjusted how she wanted to be perceived as a teacher. Given that the student teaching context did not provide opportunities for her to nurture the identity she developed in microteaching, Puput made adjustments in her teaching and her expectations as an English teacher. For example, she became more flexible in her language use and teaching strategies. In addition, she demonstrated strictness when dealing with students who were not on task. In spite of these adjustments, however, Puput still enacted some of the same aspects of identity that she did in her microteaching class. Ultimately, in both university and school contexts, Puput wanted to be recognized as a confident and knowledgeable teacher.

In line with Puput's enacted identities, her conceptualization of herself as a teacher also changed during her experience in school contexts. In microteaching, for example, Puput was excited about teaching, as she revealed in the interview: "During my microteaching, I think I was really excited to be an English teacher because I thought at that time that teaching is not really hard. Teaching is easy because I can control the students in microteaching, but in *PPL* [[student teaching]], I think oh my God, it is like this, actually. I felt very tough at that time. So, I think teaching is not easy" (Puput, Interview 2/2/16). While Puput did not appear to have issues with classroom management, she found it challenging. Her student teaching experience clearly shaped

how she viewed teaching and the kind of teacher she wanted to be. Upon completion of her student teaching, Puput aspired to be a “friendly English teacher, creative, and then kind to the students, and also explicit” (Puput, Interview 2/2/16).

This new conceptualization of effective teaching aligned with the views Puput initially expressed in microteaching. For example, she revealed in an interview that she wanted to be a friendly teacher: “Hmm, I think when dealing with the students, I’ll make them feel comfortable so they can share anything about the lesson with me” (Puput, Interview 5/20/2015). She maintained this aspiration even after completing student teaching. When describing the kind of teacher she wanted to be, Puput noted that being friendly increased students’ comfort: “I think the students will feel comfortable with me. If they want to share anything with me, they won’t be shy” (Puput, Interview 2/2/2016). This consistent conceptualization demonstrates that Puput’s teacher identity did not change significantly over the course of her practica, although she did need to adjust her approach slightly for a student teaching environment.

Case Five – Tamara, the Confident but Struggling Teacher

Demographic Information

Tamara is from Sanggau Kapuas, a small town in West Kalimantan that can be reached from Pontianak City in seven or eight hours by bus or car. Tamara identifies as Javanese with two Javanese parents. At the time of data collection, she was twenty years old. She is the oldest child in her family and has two younger sisters. Her father is a mechanic and her mother is a housewife. Tamara is multilingual and speaks Javanese, Malay, Indonesian, and English. Although Javanese is her mother tongue, she uses Malay for most of her daily interactions since she lives in a Malay environment. In addition to

Malay, Tamara uses Indonesian to communicate with friends. English, which she learned beginning in seventh grade, is only used for academic purposes and communicating with people from different countries. Arabic is used mainly for religious purposes, such as reading the Qur'an and praying. Sometimes when she meets religious sisters or brothers, Tamara uses Arabic to greet them. She also writes calligraphy on certain occasions, but not very often.

Tamara began her teacher education program soon after graduating from high school. Her decision to enter an English program was triggered by her family's interest. In high school Tamara's parents persuaded her to study English, leading her to consider becoming an English teacher. Further influenced by her own inspiring high school English teacher, Tamara became motivated to learn the language. While she did not consider herself fluent in English when she began her teacher education program, Tamara felt confident that her skills would improve as she progressed. She also started teaching English at a private school and tutored elementary and middle school students for three years.

Complexities of Learning to Teach in a University Setting

Tamara's microteaching class met in a university classroom, the same room as Puput's teaching practicum. At the beginning of Tamara's teaching presentation, several of her classmates were absent. Seven students (five female and two male) were in attendance and sat close to one another. Toward the end of Tamara's teaching demonstration, all fourteen students were in attendance. Her university instructor was not present during my classroom observation. Acting as an observer and a university instructor, I sat in the second row close to the door.

Viewed from an activity theory perspective, Tamara's microteaching class was a collective activity involving fourteen pre-service teachers, including herself, and was facilitated by a university instructor, Mr. Untung. Tamara's teaching demonstration can be viewed as an instructional activity system, as illustrated in Figure 4.13:

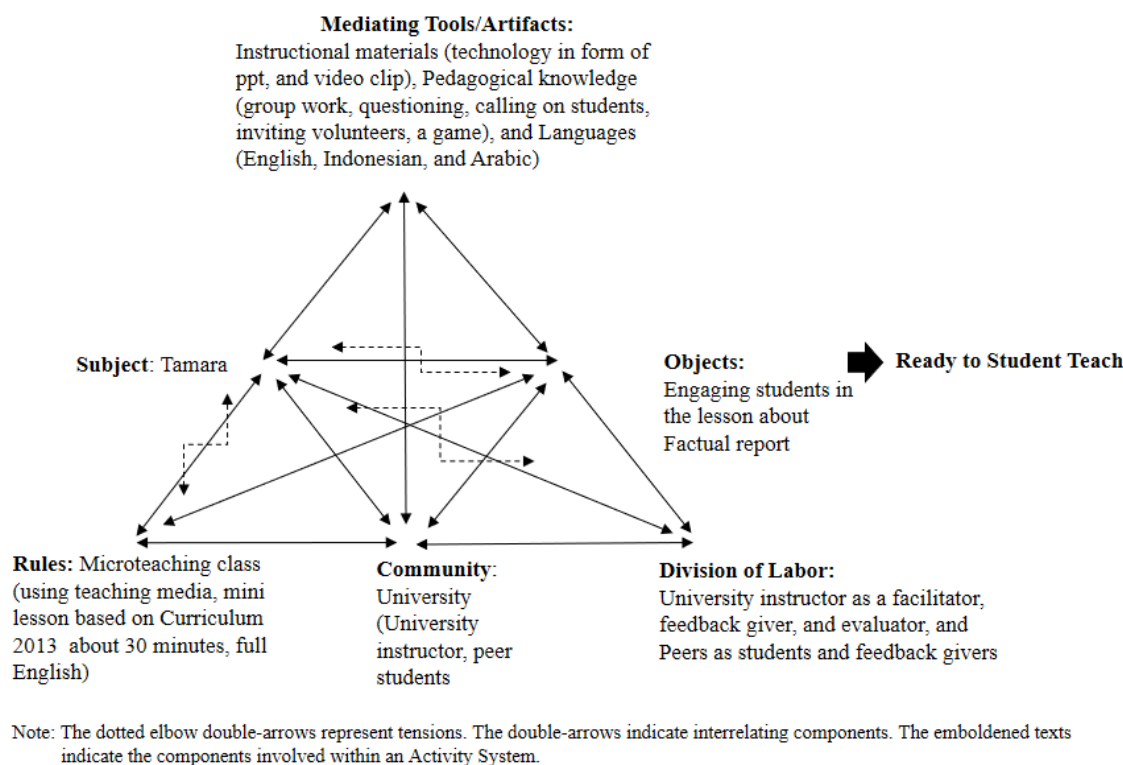


Figure 4.13. Configuration and tensions in Tamara's microteaching activity system

As illustrated in Figure 4.13, Tamara acted as the subject of an activity system. On the day of her presentation she had one main goal or object to accomplish: teaching her classmates, who pretended to be eleventh grade students, about factual report texts. Specifically, Tamara wanted students to be able to identify the generic structure and language features of a factual report and answer comprehension questions. In order to

achieve this goal, Tamara utilized various mediating tools available to her within the university community, comprised of her instructor and her peers. In terms of the division of labor, each member of the community played a different role. For example, Tamara's peers were cooperative and willing to share comments about her presentation. However, since they were asked to pretend to be eleventh graders, some of them acted like high school students during the demonstration. For example, some of Tamara's classmates spoke in Malay and asked questions in Indonesian instead of English when talking to one another and addressing students who were not on task. Some of them were also initially reluctant to follow Tamara's instructions. The university instructor played the role of class manager and provided comments and feedback on each student teacher's performance, as well as deciding what they needed to do next.

The utilization of tools in learning to teach in a university setting.

Since her teaching context was a university classroom equipped with a projector, Tamara was able to use technology in her demonstration, including a video clip and PowerPoint presentation. At the beginning of the lesson, Tamara played a video about the rain cycle in order to provide an example of a factual report text. She also used the PowerPoint to help her explain the topic and paper handouts to help students understand the lesson, especially the exercises.

In addition to mediating tools involving technology, Tamara applied pedagogical knowledge in order to engage students. At the beginning of the lesson, for example, she asked questions related to the topic and the video. Calling on students and asking for volunteers were additional strategies Tamara used to engage students in discussing the

topic. For the reading task, she asked the class to work and discuss in pairs, along with engaging them in a game.

In terms of language as a mediating tool, Tamara used both Indonesian and English in her teaching demonstration, even though her students were her peers. While the university instructor expected her to use English, Tamara incorporated Indonesian in some parts of her teaching demonstration. For example, she translated the topic into Indonesian and provided Indonesian equivalents when discussing difficult English terms from the video. Toward the end of her teaching demonstration, Tamara also provided instruction in both English and Indonesian. While it was not clear whether she did so intentionally, it might also be because she was not confident in her English abilities.

Tamara's use of mediating tools can be linked to the rules within her instructional activity system. Since the microteaching class was a semester long and handled by a university supervisor, Tamara's use of mediating tools was sufficient for meeting class expectations. For example, she used a combination of a PowerPoint, video clip, and a game as her mediating tools. Based on the interview with Mr. Untung, it was clear that the microteaching class was intended to prepare students for student teaching. Accordingly, pre-service teachers were expected to be able to teach secondary school students using various techniques (Mr. Untung, Interview 6/27/16). However, since the students were pre-service teachers, the lessons were simplified and shortened in order to give each student ample opportunities to practice teaching.

Tensions in Tamara's instructional activity system.

While Tamara did not experience noticeable obstacles in teaching her peers, some tensions still emerged in her instructional activity system, as illustrated in Figure 4.13.

Time constraints, which allowed Tamara only thirty-five minutes to deliver a lesson intended for ninety minutes, can be viewed as a tension that she encountered between herself as the subject and the rules. Another tension emerged between subject and division of labor, as Tamara's peers intentionally acted as eleventh grade students who spoke in their mother tongue and pretended not to be on task. They also commented on peers who were late or did not follow instructions. The university instructor's absence represented another tension between subject and division of labor. Together these tensions contributed to the object being achieved, since the students were Tamara's peers acting as high school students.

Complexities of Learning to Teach in a School Setting

Tamara completed her teaching practicum at Sentosa Middle School, an Islamic-based public middle school located in the heart of Pontianak City. The number of students at the time of data collection was over seven hundred. Unlike general public schools, this high school was based on Islamic traditions. Each day students had to recite the Quran for fifteen minutes before the first lesson in the morning, followed by Arabic prayers. In the afternoon, prior to ending the lesson, students prayed aloud together in Arabic. Arabic signs were placed around the building, although they were not as common as signs written in Indonesian. On top of the whiteboard in each classroom was an Arabic scripture. Arabic was not only used for greeting, but also as a school subject. There was a mosque inside the school complex where students usually prayed together before going home. School hours began at 6:45 a.m., fifteen minutes earlier than general public middle schools. English was taught as a compulsory subject twice a week in eighty-minute meetings at Sentosa. Tamara student taught two ninth grade classes, sections C and D,

both of which I was able to observe. Her cooperating teacher was Mr. Imam, who had been teaching at the school for sixteen years and mentoring pre-service teachers for four years.

Both students and teachers at the school were required to dress based on Islamic tradition. For example, women had to wear head covers and long dresses covering every part of their bodies except their faces and hands. Students wore uniforms consisting of navy blue pants and white long-sleeved shirts on Mondays and Tuesdays, with female students wearing white head covers with the school symbol on the back. On Wednesdays and Thursdays, the students wore batik fabric decorated with traditional Indonesian motifs.. On Fridays and Saturdays, they wore scout uniforms with dark brown pants, dark brown head covers and long-sleeved orange shirts for girls, and short-sleeved orange shirts for boys. Teachers and staff did not wear uniforms but were required to wear formal dress, such as loose pants with either long or short sleeved shirt or Muslim clothing for male teachers and long dresses or pants with a head cover for female teachers and staff.

Viewed from an activity theory framework, Tamara's student teaching is an instructional activity system that took place in a school context. From the obtained data (classroom observations, interviews with Tamara and her cooperating teacher, Tamara's lesson plan, and focus group discussions), Tamara's student teaching had several interrelated components. In terms of goals or motives, Tamara had several objects to achieve. Her teaching activities in the classroom, however, can be seen as an instructional activity system involving her students and cooperating teacher, as illustrated in Figure 4.14:

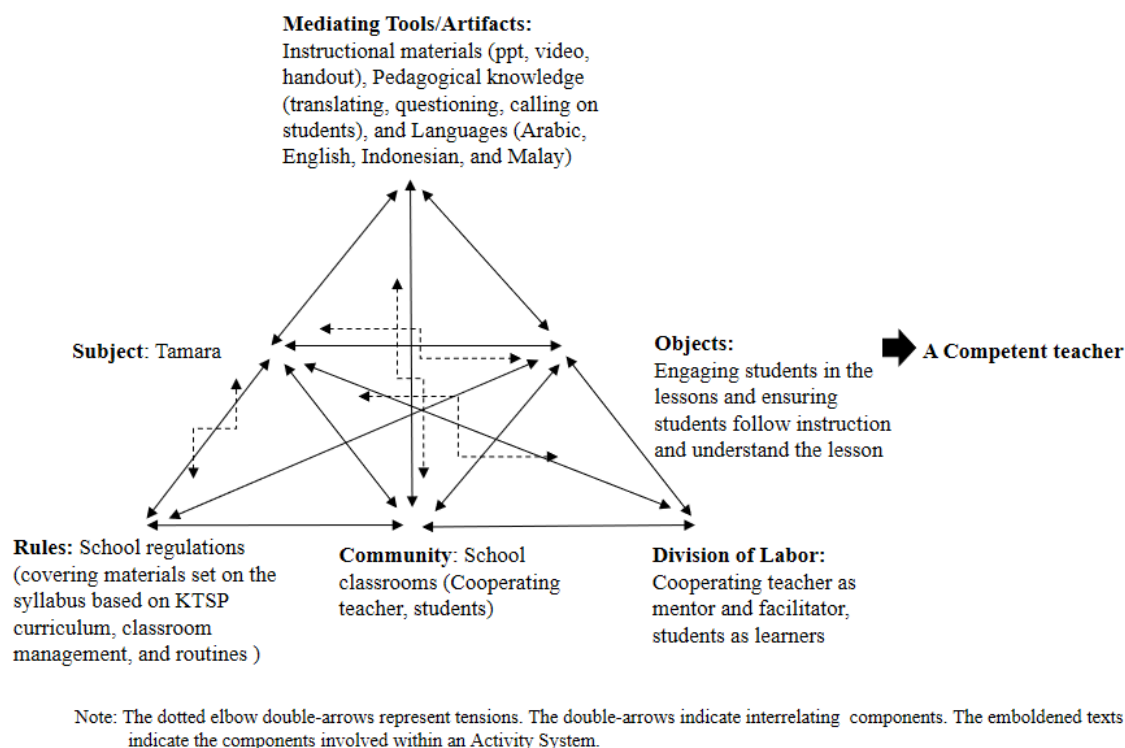


Figure 4.14. Configuration and tensions in Tamara's microteaching activity system

As illustrated in Figure 4.14, as the subject of an activity system, Tamara had two main objects to accomplish. In addition to teaching lessons based on the topics in the syllabus used at school, she also wanted students to be motivated, participate actively in classroom tasks, and understand her explanations. To achieve these goals, Tamara utilized mediating tools that were available to her. In terms of the division of labor, each community member had shared responsibilities. For example, the cooperating teacher served as a mentor and facilitator who provided Tamara with teaching opportunities, trusting her to handle two classes by herself. However, Tamara's mentor teacher was present during her teaching examination. In the same way, students cooperated by respecting Tamara and following her instructions. Her interaction with the community

was also mediated by school rules and the expectations of her mentor teacher. Covering material prescribed by the KTSP curriculum-based syllabus was one of the rules Tamara had to follow. In addition, she was expected to enact classroom management and routines.

The utilization of tools in learning to teach in a school setting.

In her student teaching classes, comprised of thirty-seven and forty-two students, Tamara utilized various mediating tools available to her to achieve her teaching goals. Since the school facilities enabled Tamara to use technology-based instructional materials, she implemented a combination of digital technology, textbooks, and whiteboard writing in order to achieve her goals. In teaching report texts, Tamara utilized technology-based teaching media, such as video clips and a PowerPoint presentation, to engage her students. Tamara's preference for using technology-based teaching media is explained in the following excerpt:

At first, media is very needed, I think, because of... just to show them that it makes it better. Because if we have to use the blackboard, we have to write it down again, and it takes so much time. But if we have PowerPoint, we just show the point and make it efficient with time, and help them, for example, use videos and point, point like that. All make... help them to understand more about the topic. (Tamara, Interview 12/2/15)

As indicated in the excerpt, Tamara's use of technology-based instructional materials was motivated by the potential to reduce time spent writing on the blackboard and help students understand the lesson more fully.

In addition to instructional materials, Tamara also used pedagogical knowledge to ensure students understood and practiced the language. For example, Tamara used various teaching strategies, such as questioning, inviting volunteers to answer, calling on students to explain what they knew about the topic being discussed, and reviewing what they learned. She also assigned students to work in groups in order to facilitate interaction and collaboration.

In terms of language employed, Tamara used multiple languages in school contexts. While Arabic was used mainly for praying and greeting, Tamara considered using different languages for certain purposes. She explained, “For Malay, just joking, giving them jokes. For Indonesian... Indonesian, I speak English and then translate it into Bahasa. So, I make it a balance between Bahasa and English” (Tamara, Interview 12/2/2015). Tamara’s strategy of balancing Indonesian and English was manifested in her classroom practices, as shown in the following excerpt (taken from classroom observation 11/17/15):

- 1 Tamara: Okay. What are the characteristics of a report text? *Apa aja*
- 2 *karakteristiknya?* [[What are its characteristics?]] *Karakteristik dari*
- 3 *[[What characteristics]] yang membedakan* [[differentiate]] a report text
- 4 *dengan yang lain* [[from other texts]]?
- 5 Tia: General structure.
- 6 Tamara: Yeah, general structure. *Apa aja* general structure *nya?* [[What
- 7 are the general structures of it?]]
- 8 Riri: General classification, description.
- 9 Tamara: General classification and description. Let’s talk about general
- 10 classification. *Apa aja yang dibahas di* [[what is discussed in]]
- 11 general classification? Hello, Aldo? (Aldo is talking to a
- 12 classmate.) *Yang di* general classification *apa aja?* [[What is in a
- 13 general classification?]]
- 14 Ss: (Overlapping answer)
- 15 Tamara: General classification, general classification, *klasifikasi umum.*
- 16 A report text is the result of the analysis, *kan?* [[Isn’t it?]] *Hasil*
- 17 *dari analisis dan di paragraf pertama itu.* [[The result of the

18 analysis in the first paragraph is]] general classification.
 19 *Klasifikasi umum dari hasil analisisnya.* [[The general
 20 classification of the analysis result.]] Got it? *Paham*
 21 [[understand]]?
 22 Heri: Got it.
 23 Ss: YES:: (in chorus)

As shown in the excerpt (lines 1-23), Tamara used both English and Indonesian in discussing report texts. Her incorporation of both languages, however, did not have a fixed pattern. Instead, on some occasions, Tamara provided an Indonesian translation after asking questions in English (lines 1-4, 15-21). At other times she code mixed between English and Indonesian (line 6, lines 9-12). Tamara justified her reasons for using Indonesian: “first, to make them better understand the topic. When I try to give a task or direction, then sometimes I used Bahasa. Because the direction, when they have to do it like this, like this, when they have to follow the activity like this, sometimes I use *Bahasa lebih lama* [[Indonesian longer]] than English” (Tamara, Interview 12/2/15).

While Tamara’s flexible language use was influenced by her desire for balance, it might also have been based on the fact that the school did not dictate how English should be taught. Additionally, since Tamara’s mentor teacher did not specifically require her to use a certain language, she could mix languages however she chose. In an interview, her mentor teacher stated:

There is not any rule [for using a certain language]. We just see the students’ condition. So, if we force them to use 100% English in delivering materials, oftentimes we are beat by the students. Students will ask again and again. So, we as the teachers often give in. I think Tamara is excellent. Sometimes I practice

that, mixing English and Indonesian. After that, [I go back to] Indonesian again.

That is neither my policy nor school policy. But, it is more the teacher who takes initiative based on the students' condition. (Mr. Imam, Interview 6/16/16)

Based on Mr. Imam's comments, it was evident that English teachers were given flexibility in their language use, allowing Tamara the freedom to teach students according to her needs.

Tensions in Tamara's school instructional activity system.

Several tensions emerged in Tamara's student teaching instructional activity system, as indicated in Figure 4.14. While internal tension was not clearly identified in her teaching performance, Tamara encountered tension between herself as subject and the division of labor. While she tried diligently to engage students in the lesson, many of them did not follow her instruction. Tamara also revealed that her soft voice was not always audible to students:

In a big class, the first time when I walked around, and when I saw students and their friends talking to each other, I said "hello?" like that. But sometimes my voice is too... when I was in the other corner, they said "Can't hear. What do you say, Miss?" Like that. That's my experience. (Tamara, Discussion 1/30/16)

As indicated in the excerpt, Tamara encountered tension in managing students because her voice was so soft that it could not easily be heard.

In addition to this tension between subject and division of labor, a tension emerged between mediating tools and the community. As indicated in the excerpt above, Tamara experienced difficulties with large class sizes. While this factor influenced how she managed the class, it also provides clues to how the tools were utilized in relation to

the community. For example, the class size was also a constraint on Tamara's ability to create a classroom atmosphere promoting the use of English.

Another tension emerged between the subject and rules. While Tamara wanted to apply certain pedagogical knowledge through activities such as group work, frequently the time did not permit her to do so. The large class size and required syllabus topics made it difficult for Tamara to implement what she considered to be good practice. She expressed her frustration in an interview: "Actually, I want to follow the procedures. However, if I follow the procedures, the time is not enough. So, it is often that I skip the most important content that I want my students know" (Tamara, Interview 2/2/16).

The Enactment of Teacher Identity in Classroom Practices

When analyzed based on Gee's discourse analysis tools, Tamara's teaching practica provide insights into the identity she was constructing as an English teacher candidate. The following section discusses how Tamara wanted to be recognized as a particular kind of teacher through her actions and social language.

In microteaching, for example, Tamara had begun to demonstrate that she wanted to be recognized as a typical teacher in Indonesian secondary school contexts. During her demonstration she wore a long red skirt, flowery long-sleeved shirt, red head cover, and low-heeled feminine shoes. Since dressing formally and neatly is an important part of an Indonesian teacher's image, Tamara's dress indicated that she wanted to be perceived as a teacher who fit into the figured world applied within Indonesian contexts. Her clothing also did not change when she student taught in a school context. This indicates that Tamara had been enacting a teacher identity even while learning to teach in university context, and that her identity was nurtured as she learned to teach in school settings.

In addition to her clothing, Tamara's enactment of teacher identity was also evident in her classroom language use. The following section discusses how she positioned herself in relation to her peers and students in both teaching contexts and how she was in turn positioned by them within classroom settings.

Positioning in relation to peers and students.

Within classroom contexts, Tamara's language use provides additional insights into how she positioned herself in relation to her microteaching peers and secondary students, as well as how she was positioned by them.

During her peer demonstration, Tamara's identity was still a mix between a student and a teacher. Even though she acted as a high school teacher, her self-positioning in front of her peers was not consistent throughout the demonstration. The following excerpt illustrates how Tamara positioned herself at the beginning of her lesson:

- 24 Tamara: (Stands in front of the class and claps her hands once.)
 25 *Assalamualaikum Warrahmatulallahi Wabarakatuh.* [[May the peace,
 26 mercy, and blessings of Allah be with you.]]
 27 Ss: *Waalaikum salam warrahmatullahi wabarakatuh.* [[May the
 28 peace, mercy, and blessings of Allah be with you, too.]]
 29 Tamara: Here, you pretend to be in senior high school, especially in
 30 grade 2 [equal to grade 11 in American high schools]. Okay,
 31 students, before we go to the material, I would like you to watch
 a video.
 32 Ss: (Watching the video)
 33 Tamara: Okay, wow, that is about factual reports. What is the video
 34 about? What is the video about? Can you share what the video is
 35 about? Come on, share what it is about. What is it? Do you
 36 know the video?
 37 Tata: The process of rain.
 38 Tamara: Yes, the process of rain. Great! Give applause to Rapunzel.
 39 (Claps hands)
 40 Ss: (Clap hands)

As indicated in the excerpt, Tamara began her lesson by greeting students in Arabic (line 25). Within this context, she positioned herself as a Muslim speaking to Muslim peers. In lines 29-30, Tamara began positioning herself as a teacher by inviting her peers to act like eleventh graders and calling them “students” (line 30). While she asked her classmates to watch a video in the same way a teacher might ask students for ideas about the lesson, Tamara’s style of asking questions following the video was similar to addressing friends (line 33-36). She seemed somewhat impatient, asking similar questions over and over when students did not immediately answer. This provides clues that Tamara was enacting an identity as both a teacher and a friend in front of her peers.

Additionally, in another portion of her demonstration, Tamara addressed an older male classmate with the title “Bang” (a respectful title for an older man in local culture). Although Tamara might have been acting spontaneously, she did not seem to feel comfortable addressing this classmate by name, as shown in the following excerpt (taken from classroom observation, 5/25/15):

- 41 Tamara: Question number three. Who wants to read? Rika!
 42 Rika: Which one is an additional feature of a factual report which can
 43 be found from the text above? *Um, Bingung, Miss. Jawabannya*
 44 *C eh C* [[Confused Miss. The answer is C, uh, C]]
 45 Tamara: (Shows the answer key)
 46 Ss: Hu::h
 47 Tamara: Okay. The last question, *Bang* Juni!
 48 Ss: Ken, Miss, Ken (Overlapping)
 49 Tamara: I am sorry. *Bang* Juni, please!

In the above excerpt, Tamara checked the answers along with the class and called on particular students to read and answer questions (lines 41 and 45). Although students suggested she ask someone else, Tamara persistently called on the peer

whom she wanted to answer. Since this person was her senior, she did not address him by name; instead, she used the respectful term “Bang” (line 47). This indicates that Tamara still positioned herself as inferior to her senior peers. However, Tamara’s method of calling on particular students indicates that she was asserting authority and constructing an identity as authoritative teacher.

As a student teacher, on the other hand, Tamara enacted a different identity than she did in microteaching. Instead of introducing the topic of the lesson first, Tamara performed classroom routines that were part of school tradition. Because the school was Islamic-based, students recited the Qur’an for the first fifteen minutes of their lesson before performing classroom routines, as shown in the following excerpt (taken from Classroom Observation 11/24/15):

- 50 Randi: (aud)
 51 Ss: (Standing up)
 52 Randi: *Ata assalam* [[Greeting]]!
 53 Ss: *Assalamualaikum Warrahmatullahi Wabarakatuh* [[May the
 54 peace, mercy, and blessings of Allah be with you]].
 55 Tamara: *Walaikum salam Warrahmatullahi Wabarakatuh* [[May the
 56 peace, mercy, and blessings of Allah be with you, too]].
 57 Randi: *Halasa* [[Sit down]]!.
 58 Ss: (Sitting down)
 59 Randi: *Iqro Alfatihah* [[Read Alfatihah/Quranic verses]]!
 60 Ss: (Reciting verses from the Qur’an) *Roditubillahi robba wabill
 61 islamidina Wabimuhammadinabiya warasula. Allahuma arinal
 62 haqqo haqqo wa arinal batila batila. Warzugna Fahma..Amin
 63 ya rabbal alamain* [[I accept Allah as my lord and Islam as my
 64 way of life, and Muhammad as Allah’s prophet and messenger.
 65 O Allah, show us the truth as true, and inspire us to follow it.
 66 Show us falsehood as falsehood, and inspire us to abstain from
 67 it. Ameen. Allah the lord of all worlds]].
 68 Tamara: Okay, good morning, everyone.
 69 Ss: Morning, Miss. (In chorus)
 70 Tamara: How are you today?
 71 Ss: I am fine, thank you, and you::?

As shown in the excerpt, Tamara followed school tradition by having students greet her and pray in Arabic (lines 50-67), as well as responding in Arabic (line 54). Considering that Arabic was part of school tradition, Tamara did not try to change this ritual, despite the fact that she was delivering an English lesson. Instead, she made an adjustment by greeting students in English after the Arabic portion ended (lines 68-71). This suggests that Tamara was developing an identity as a teacher who fit into the school context. While this might be because she was a student teacher without much power in the school, it also indicates that Tamara's identity development was still an ongoing process. The following excerpt (taken from class observation 11/17/15) shows how Tamara began her lesson:

- 72 Ss: (Talking together after reciting the Quran and praying)
 73 Tamara: Okay, well, *dah selesai arisananya*? [[Are you done with the
 74 social gathering?]]
 75 Ss: *Dah*. [[Done.]]
 76 Tamara: *Siapa yang absen hari ini*? [[Who is absent today?]]
 77 Danu: Rian *sakit* [[is sick.]]
 78 Tia: Nuri is sick.
 79 Tamara: Nuri. Zain, is it?
 80 Ss: (Talking to one another)
 81 Tamara: Okay everyone, we would like to continue our lesson. Okay,
 82 *kita akan lanjutkan pelajaran kita*. [[We are going to continue
 83 our lesson.]] Um, the last meeting we learned about what? Last
 84 meeting *belajar tentang apa*? [[What did we learn?]] About
 85 what?
 86 Ss: (noisy) (aud)
 87 Tamara: Report texts. And the report text, one meeting we learned about
 88 report texts, report texts, and NOW, now what is a report text?
 89 Vira: Report text *adalah* h... [is...]
 90 Tamara: In English, please?
 91 Vira: (aud)
 92 Tamara: A text that represents?
 93 Tania: Something.

- 94 Tamara: Okay, *siapa ya?* [[Who?]] Indra! Can you hear what Tania
 95 said? *Apa tuh tadi?* [[What was it?]]
 96 Indra: (Silence)
 97 Tamara: *Apa tadi yang dibilang?* [[What did Tania say?]] Tania, what is
 98 a report text? What is a report text?
 99 Ss: (Some talking, some paying attention.)
 100 Tamara: Okay. What are the characteristics of a report text? *Apa aja*
 101 *karakteristiknya?* [[What are its characteristics?]]

As shown in the excerpt, Tamara first solicited students' attention when she noticed that they were busy talking (line 73). Her method of gaining attention indicates that she was enacting an identity as a teacher who wanted students to be ready for the lesson. Unlike microteaching, where Tamara introduced the lesson straightforwardly, in this classroom she instead started with classroom routines, such as checking attendance and reviewing the previous lesson (lines 76-93). This adjustment indicates that Tamara identified as a teacher who fits into the school context.

While Tamara began her student teaching lesson differently than she began her teaching demonstration, she nevertheless enacted similar identities, suggesting that her identity did not completely change as she transitioned to a new teaching context. For example, Tamara used questioning and repetition to ensure that students followed her instructions, as shown in lines 92-101. In student teaching, however, Tamara used English and Indonesian almost equally to give instructions. In lines 77-80 and 95-96, Tamara provided a translation of her question, which was previously stated in English. This suggests that she was enacting identities as both an English and Indonesian teacher. Her use of English can be viewed as a way of exposing students to the target language. On the other hand, Tamara's use of Indonesian can be seen as a strategy for ensuring that students understood her instruction.

The above excerpt also indicates that Tamara responded to students who were off task. In lines 89-90, she called on a talking student as a way of drawing his attention to what his peer was saying. She thus positioned herself as a teacher who wanted to make sure students were engaged in the task. However, Tamara did not seem to have complete control over the misbehaving student. Instead of chastising him, she shifted back to the topic of the lesson, suggesting that she did not have full power over her class. As a result, students did not hesitate to resume talking shortly after Tamara called on them.

Along with responding to off-task students, Tamara also illustrated that she wanted to be recognized as a teacher who paid attention to learning, as shown in the following excerpt (taken from classroom observation 11/17/15):

- 102 Tamara: Yes. Today's lesson, we have learned again about report texts, because
 103 in your final exam, there are many texts, there are many texts. *Di ujian*
 104 *nasional nanti bakal banyak teks. Kalian udah coba download-donlod*
 105 *soal teks?* [[In the examination later there will be many texts. Have
 106 you downloaded them?]] There are many texts that tell about the
 107 report text, descriptive text, yeah, *yang udah kita pelajari* [[the ones
 108 that we have learned.]] So again, if you want to pass your final exam,
 109 if you want... (bell rings). I think that's about all today. Thank you for
 110 your participation. Good luck for your next lesson.
 111 Ss: Yes, Miss.
 112 Tamara: *Assalamualikum warrahmatullahi wabara katuh.* [[May the
 113 peace, mercy, and blessings of Allah be with you.]]
 114 Ss: *Walaikum salam warrahmatullahi wabara katuh.* [[May the
 115 peace, mercy, and blessings of Allah be with you, too.]]

As shown in the excerpt, Tamara made a connection between the texts students learned in class and the national examination they would take at the end of the year (lines 102-108). Although she might have done this in order to kill time before class ended, her actions suggest she was concerned about students' test scores. They also reveal that Tamara wanted to be recognized as a teacher who

prepared students for their exams. Her method of closing the lesson with an Arabic salutation (line 112) indicates that she was again positioning herself as a teacher who fit into a larger shared community with students at an Islamic school.

The enactment of Tamara's teacher identity was also shown in her language choices in dealing with students. Unlike microteaching, where she used English for all instruction aside from introducing the lesson and assigning homework, Tamara shifted her language use between English, Indonesian, and Malay throughout her student teaching lesson, as revealed in following excerpt (taken from classroom observation 11/18/15):

- 116 Tamara: Okay, let's see the example of a report text here (showing a
117 slide containing a report text example about kangaroos). The
118 report text itself, we have learned about generic structure and
119 the language features of the report text. *Apa kah kita udah*
120 *belajar tentang itu?* [[Have we learned about it?]]
- 121 Ss: *Belum* [[Not yet.]] (Overlapping)
- 122 Tamara: *Belum::?* [[Not yet?]] Okay, the generic structure of the report
123 text (showing a PowerPoint slide), here, there are two generic
124 structures. The first is general classification and the second is
125 description. General classification, *klasifikasi umum*,
126 *klasifikasi umum dari sebuah* [[general classification, the
127 general classification of]] uh, something, *kata benda, kalau*
128 *disini binatang yang direportkan, yang diceritakan. Disini*
129 [[Noun. The animal that is reported. Here,]] a kangaroo is an
130 animal found in Australia. *Ini umum, dia adanya cuma di*
131 *australia. Iya kan?* [[This is general. This animal is only found
132 in Australia]], although (aud). General *klasifikasi umum ini*
133 [[this general classification]], general *klasifikasinya umumnya*,
134 *beliau hasil dari pengamatannya* [[it is the result of an
135 observation]], the result of the observation *karena* [[because]],
136 uh, the result of the writer's analysis, *hasil dari analisis atau*
137 *observasi dari penulisnya itu menemukan kanguru di australia.*
138 [[The result of an analysis, the writer's observation result finds
139 Kangaroo in Australia. Okay, it is general.]] Okay, yeah, um,
140 um, yeah. Okay. The next, uh, next paragraph is the
141 description.

As shown in the above excerpt (lines 116-141), Tamara used both Indonesian and English to explain the topic. While she code switched and code mixed between English and Indonesian, her use of Indonesian formed patterns. In lines 124-134, for example, Tamara code switched to Indonesian after asking students in English whether they had learned about report texts previously. While explaining the structure of a report text, Tamara code mixed both English and Indonesian. She seemed to use Indonesian for ensuring students understood her instruction and emphasizing certain aspects of her explanation. She also used repetition for emphasis, as shown in lines 125-137.

While Tamara claimed that she only used Indonesian when she sensed students did not understand the material, observations revealed that she actually switched back and forth between English and Indonesian. In an interview, Tamara stated: “When I speak English, they *berkerut* [[frown]], ‘Ma’am’ (chuckle). ‘Do you understand? Or any questions?’ And then they just keep silent. Okay, *jadi tadi gini* [[so it was like this]]. So by showing their feedback or their face” (Tamara, Interview 12/2/2015). This indicates that she was developing multiple identities by using multiple languages. Tamara’s use of different languages in the classroom can be summarized in Table 4.5:

Table 4.5

Tamara's Language Use in School Classrooms and Its Possible Functions

Activities	Language use	Possible functions
Greeting	Arabic English	Social positioning Letting students practice English
Praying	Arabic English	Associating with larger Muslim society Letting students practice English
Checking students' attendance	English	Building rapport with students
Reviewing lesson	English Indonesian	Exposing students to target language Ensuring students understand
Giving explanation	English and Indonesian	Exposing students to target language Ensuring students understand
Giving instruction	English and Indonesian Malay	Exposing students to target language Ensuring students understand Developing closeness with students, joking, and making tasks less intimidating
Closing lesson	English	Letting students practice English

Being positioned by peers and students.

In general, Tamara's students respected her, as demonstrated both verbally and non-verbally. For example, at the beginning and end of each lesson, students stood up and greeted her. As Mr. Imam revealed in an interview, respecting teachers, especially kissing their hands, had long been a tradition at his school:

[[That may be a habit that the school wanted to be preserved, even though it is not written. It may also have a connection to our religion, in that we have to respect teachers, the elderly, and religious people. For us as teachers, one form of respect is students shaking our hands or kissing our hands when meeting us. Now it is not only in Islamic-based schools, but also in public schools.]] (Mr. Imam, Interview 6/16/16).

As indicated in the interview, kissing teachers' hands was part of school tradition as a demonstration of respect. The tradition of respecting teachers is also connected to Islamic values, and thus one of the characteristics an Islamic school should have.

Despite being respectful, Tamara's students often behaved differently than she expected. The following excerpt (taken from classroom observation 11/18/15) illustrates an incident in which students behaved unexpectedly:

- 141 Tamara: (Explaining the generic structure of a report text. A male
142 student sitting in the middle of the room eats something from a
143 jar he is holding. Tamara pauses her explanation). *Eh di kelas*
144 *ma:kan*, [[Uh, eating in the classroom.]] HM HM.
- 145 Ss: (Looking at the student who was eating)
- 146 Silva: *Bagi same-same!* [[Share with others!]]
- 147 Ss: (Overlapping talk)
- 148 Hendra: (Throws the food container to a male classmate.)
- 149 Tamara: Hey, *gimana, gimana ngasihkannya?* [[Hey, why did you give
150 it]] to him? (Looking at Hendra)
- 151 Andi: *Cobe agim.* [[Try again.]]
- 152 Silva: *Kitak tuh pakai campak campak.* [[You are throwing things.]]
- 153 Rio: *Usah campak kan. Betol betol lah ngasihkan.* [[Don't throw it,
154 give it the right way.]]
- 155 Tamara: *Gimana ngasihkannya::?* [[How should it be given?]]
- 156 Ss: (Talking and commenting on the student's behavior)
- 157 Hendra: (Approaches Andi, bows, and hands him the container.)
- 158 Ss: (Laughing)
- 159 Andi: (Throws the lid of the container back to Hendra.)
- 160 Tamara: Okay. Okay, *kita orang Indonesia.* [[We are Indonesians.]] We
161 are Indonesian. So, we have polite way of *memberikan atau*
162 *menawarkan sesuatu* [[giving or offering something]]. Do you
163 understand?
- 164 Ss: Yes:: (in chorus)
- 165 Tamara: (Continues explaining.) Okay, a description describes
166 something in detail. Descriptive, *misalnya dengan* [[for
167 example with]] detail. *Misalnya, Hendra makan* [[for example,
168 Hendra was eating]] bread in class. *Dia biasanya kayak gini*
169 *kayak gini.* [[He is usually like this, like that.]] Got it?
- 170 Ss: Yes:: (in chorus)

As shown in the excerpt, Tamara was in the middle of a lesson about report texts when a male student began eating in class. While it was not clear whether this action was permitted, eating during a teacher's explanation is uncommon in a typical Indonesian classroom. When Tamara noticed this occurring, she paused her instruction and commented on the student's behavior. Her method of commenting, however, did not indicate that she was a powerful teacher. Instead, her flat tone sounded like a friend commenting on another friend (lines 143-144).

In addition, the class's reactions to the incident (lines 145-148) also indicated that they did not position Tamara as a respectable teacher in that moment. In line 146, for example, a student asked her classmate to share the food with others. Additionally, the act of throwing the jar to a classmate, which was unacceptable in that context, led Tamara to remind students to make offerings to others politely. Since they did not do as she expected, Tamara repeated her command (lines 149 and 155). When the student attempting to share food repeated his gesture, the recipient's unexpected reaction (line 157) led Tamara to remind the class about Indonesian values. Her response to the incident suggests that she was concerned about students' behavior and felt obliged to remind them about etiquette. From an identity perspective, Tamara was acting as a teacher who focused not only on the content of the lesson, but also on students' moral development.

The students' behavior, including eating while Tamara was talking, throwing a jar, and pretending to give a gift while kneeling, implied that they did not respect Tamara as a teacher. The male students seemed to challenge her authority intentionally.

Furthermore, since Tamara did not take additional action to discipline students, they might have felt as though they could do whatever they wanted.

In another class, Tamara was also positioned as less powerful by her students, as demonstrated in the following excerpt:

- 171 Tania: (Presenting her group's work by reading answers in front of the class)
 172 Ss: A group of male students in the back are talking.)
 173 Tamara: (Addressing Tania at the end of her presentation) Okay, wait. I
 174 would like to ask the audience first. Rio (talking to a classmate
 175 at the back of the room), what is the text about? What is the
 176 text about from Group One? *Teks dari group yang pertama?*
 177 [[The text from the first group?]]
 178 Rio: (Laughing with his peers)
 179 Tamara: *Hayo coba* [[come on]], what is the text about? What is the text
 180 about from Group One?
 181 Rio: I don't know and I don't care. (Laughing)
 182 Tamara: Okay::, *apa* [[what]] punishment *buat mereka tuh* [[for them]]?
 183 Ss: (Overlapping) *Kurangi nilai*. [[Reduce their score.]]
 184 Tamara: *Kurangi nilai*. [[Reduce the score]]. Okay, *kata kawannya*
 185 *kurangi nilai* [[your friends said, reduce your score]]. I would
 186 like to ask Tia, what is the text about?
 187 Rio: MISS, MISS.
 188 Tamara: *Ndak jadi*. [[Canceled.]]
 189 Tia: (aud)
 190 Tamara: Okay. Give applause to Tia.
 191 Ss: (Clapping hand together)

As shown in the excerpt above, Tamara asked a group of off-task male students about the text that was just presented. One answered in an unexpected manner that challenged Tamara's identity as a teacher, as indicated in line 181. In response, she sought other students' support to determine a punishment for the uncooperative behavior (line 182). This suggests that Tamara lacked the power to deal with male students in her class. As evidenced by lines 184-185, Tamara reiterated students' suggestion to reduce the talking student's grade, implying that

she did not really punish him. As a result, the misbehavior continued to respond disrespectfully (line 187). Tamara's strategy of changing her focus to others illustrates that she did not want to address the off-task student as a problem. Perhaps this was a strategy for controlling her emotions while dealing with uncooperative students. Tamara's lenient response to misbehavior, however, was interpreted as a sign of approval for students talking out of turn. In the next phase of her lesson, when Tamara was summarizing the material, she was once again challenged by the same male students, as indicated in the following excerpt:

- 192 Tamara: Okay, *sekarang* [[now], okay, let's summarize the lesson.
 193 Ss: (Noisily talking while opening gifts)
 194 Tania (Summarizing the lesson.) A report text is a text that presents
 195 information about something.
 196 Tamara: Okay, wait. Wait, Rio, please listen to Tania! Rio, Heru.
 197 *Dengarkan* [[Listen to]] the summary from your friend, Tania,
 198 please! Listen to Tania. *Hayo hargai* [[let's appreciate]] Tania.
 199 Ss: Oi, oi. (A group of male students continue talking)

As indicated in line 197, Tamara instructed the misbehaving students to listen to the lesson summary and reminded the class to appreciate their peers (line 198). Here, Tamara indicates that she was concerned with reminding students about etiquette.

While Tamara dealt patiently with misbehavior during her lesson, she demonstrated her authority as a teacher when the class was almost over, as shown in the following excerpt:

- 200 Tamara: I think that's all for today, and NOW:: okay.
 201 Ss: (*Nyam nyam.*)
 202 Tamara: *Sampahnya dibuang ya.* [[Put away the trash.]] And once
 203 again, we just learned about report texts. Hello! (Trying to get
 204 students' attention)

- 205 Tania: Eh *diem lah lo!* [[Be quiet, please!]]
 206 Ss: (A group of male students are laughing and talking.)
 207 Tamara: Okay. Well, *udah udah semuanya udah bisa diam?* Okay,
 208 *udah semuanya udah bisa diam?* [[Can all of you be quiet?
 209 Okay, can all of you be quiet?]]
 210 Ss: (Overlapping talk)
 211 Tamara: *Semuanya udah bisa diam? Atau mau ngomong? Kalau mau*
 212 *ngomong bisa gantikan Miss. Dah semuanya udah bisa diam?*
 213 [[All of you, are you able to be quiet? Or if you want to talk,
 214 you can replace Miss. Can all of you be quiet?]]
 215 Ss: *Udah.* [[Yes, we can.]] (In chorus)
 216 Tamara: Okay, well, *ada waktunya kalian ngomong. Ada waktunya juga*
 217 *kalian mendengarkan.* Okay? [[There is a time for you to talk.
 218 There is a time for you to listen, too.]]
 219 Ss: Yes::

As shown in the excerpt, Tamara used this opportunity to demonstrate her power as a teacher after announcing that the lesson was over (line 200). While she began by reminding students to throw away trash (line 202), reviewing the lesson, and trying to get the class's attention (lines 203-204), she directly shifted to what she wanted to say after they ignored her (lines 206-210). Seeing that students were not paying attention, Tamara reminded them about classroom etiquette (lines 2011-218). She used her authority as a teacher to stop misbehavior by repeating her question several times (lines 207-212) and reminding students about the appropriate times for speaking and listening (lines 216-217). This suggests that despite being perceived as powerless in some situations, Tamara still enacted an identity as a teacher who paid attention to students' moral development.

The Evolution of Tamara's Teacher Identity: A Summative Interpretation

After looking across Tamara's identity enactment in both teaching practica, it is clear that her teacher identity was shaped by the contexts in which she taught. Figure 4.15 illustrates how learning to teach in university and school settings contributed to the development of Tamara's teacher identity.

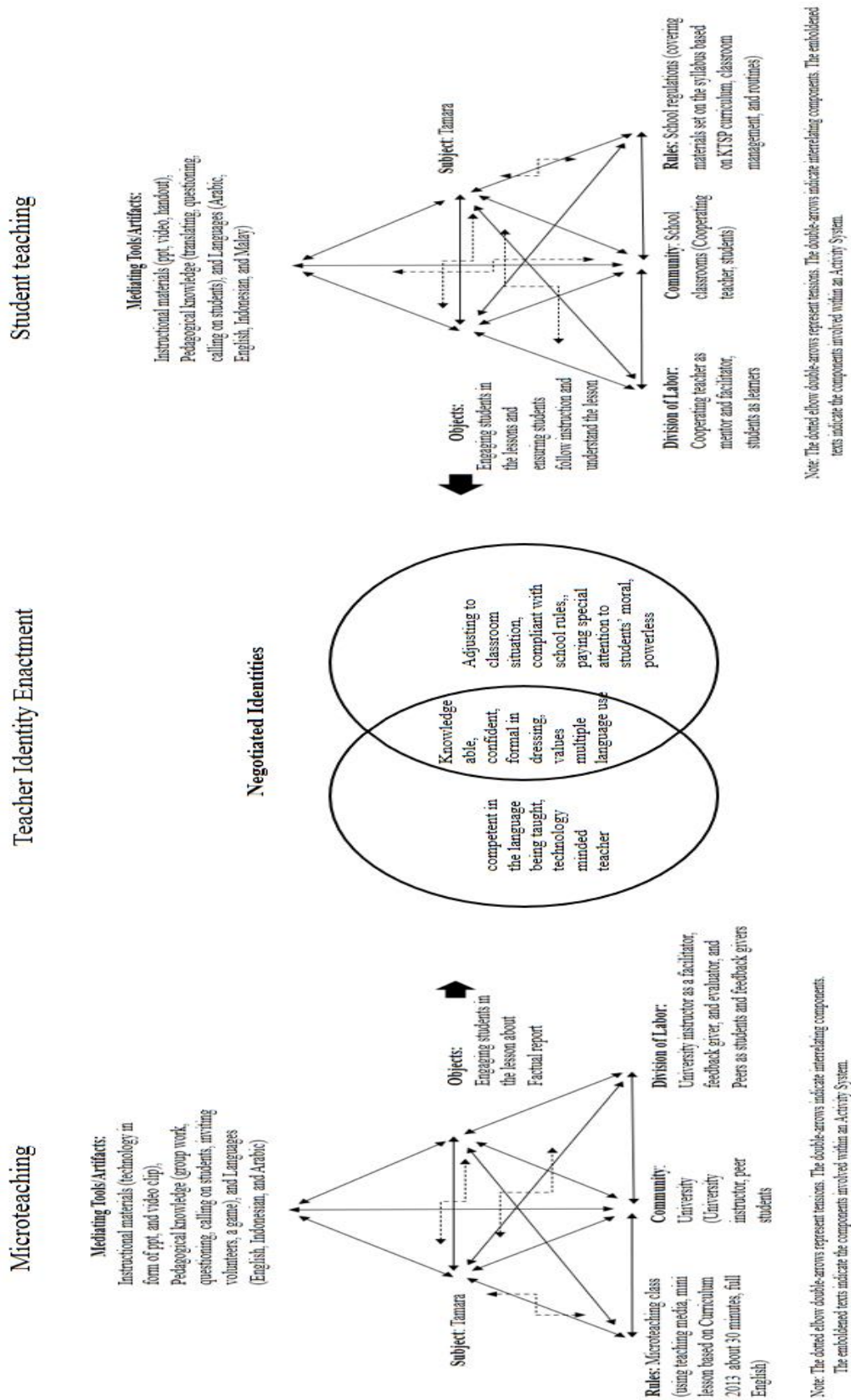


Figure 4.15. The enactment of Tamara's teacher identities in both university and school settings

As illustrated in Figure 4.15, Tamara's identity enactments in each teaching practicum share both similarities and differences. In her university practicum, Tamara had already developed an identity as a typical teacher in Indonesian secondary school contexts, manifested in her dress and teaching style. She also displayed an identity as a competent language teacher by providing instruction in full English, and as a teacher who valued students' language by using Indonesian for certain parts of her instruction. In the secondary school context, however, Tamara made adjustments to how she wanted to be perceived in the classroom. For example, she enacted an identity as a teacher who paid attention to students' character, even though her authority was often challenged in class. Considering that students' language background did not support extensive English use in the classroom, Tamara mixed languages. Additionally, she adjusted her teaching strategies to accommodate the large size of her classes. Despite the adjustments she made to her teaching strategies and language use, Tamara's enacted identity still shared some similarities with the identity she enacted in microteaching. In both university and school contexts, however, Tamara wanted to be recognized as a confident and knowledgeable teacher who valued students' home language.

In the same way, Tamara's conceptualization of effective English teachers also changed after her student teaching experience. In microteaching, for example, she considered speaking the target language one of the characteristics of a good English teacher. This belief was manifested in Tamara's teaching, as illustrated in the following vignette:

In teaching her peers about factual report texts, Tamara showed a video about the process of rain and discussed it with her peers afterward. She tried to engage them

by asking questions related to the topic. She said, “Here, we are going to learn about [the] factual report or *gejala-gejala alam*. Before [this, did] you know what [a] factual report [was]? Yes:? Brainstorm [a] fact! And then report!” As her peers kept silent, she encouraged them to express their opinions by saying, “No? Come on! Factual report.” She then explained a what factual report is by showing a slide containing its definition and its characteristics in English, reading it while occasionally asking her peers if they understood. (Field notes, 5/25/15)

As indicated in the above vignette, Tamara tried to use the target language in giving instruction and explanation to her peers. Even though Indonesian was still used for certain expressions, she opted to switch to back English. This suggests that Tamara was trying to enact an identity as an effective English teacher based on her belief that speaking in the target language is important. In a similar vein, Tamara’ method of teaching students in school contexts provide clues about the change in her conceptualization of good English teachers. In Tamara’s view, an effective secondary school English teacher must consider students’ character, as she revealed in an interview: “A good English teacher. *Gimana ya* [[How]]? (Laughing) First, know his or her students well, and then know about their characters, and then... improve the vocabulary I, think. *Apalagi ya kalao* [[what else]] in English. Oh, maybe the motivation, motivation to learn English” (Tamara, Interview 12/2/15). Her new understanding of what makes a good English teacher is also evidenced in the following vignette:

After providing an explanation of a report text, Tamara gave directions in English about what students needed to do as part of the exercises. The students did not seem to fully understand her instruction, yet Tamara asked them to try first, then

switched to Indonesian: “*Coba dulu.*” She walked around and told the students that they could work in pairs. As Tamara approached students’ tables, they asked her questions. Tamara noticed many students were confused, so she announced that she would give them help. She took her textbook and walked to the middle of the class. She read several phrases and asked if any students knew the equivalent expressions in Indonesian. When none of the students knew, Tamara translated them into Indonesian. (Field notes, 11/18/15)

This vignette illustrates how changes in Tamara’s conceptualization of a good English teacher was manifested in her teaching. For example, Tamara provided instruction for a classroom task in English. When the students seemed not to fully understand, she encouraged them to try first. However, when she noticed that most of the students were still confused, she decided to provide help. This suggests a connection between her teaching and her evolving model of an effective English teacher in microteaching.

In terms of self-assurance, Tamara reported that her confidence level during her microteaching demonstration was between seventy and seventy-five percent, but she became a more confident English teacher after student teaching. As she explained in an interview:

More confident, much more confident, and what's that? I am ready to be a teacher. I think, okay, I want to be a teacher. At first, when you asked me if I wanted to be teacher in the previous interview, no, I didn't want that. Teaching was not my passion. But right now, okay, I like it, I want to be a teacher. And okay, and the measurement, I see...they have differences. The first, after the

mid-term, eh, before the mid-term, I gave them a piece of paper. And then they had to... what's that?... give me some kind of comment or suggestion about my... my performance in teaching. And their writing sometimes made me sad, because they said, Ah, Miss *nih gini orangnya* [[is like this as a person]]. But at the end, after... before the final test I gave them again a piece of paper, and then they had to write about me. And then, the suggestions, the comments and the feedback from them were very... very, makes me, thank you, so much. Like that.

(Tamara, Interview 12/2/15)

As indicated in the interview excerpt, Tamara underwent changes in her level of confidence and preparation to be teacher. Despite being challenged by students during her student teaching, Tamara developed an identity as a more passionate teacher.

Case Six – Yani, the authoritative and patient teacher

Demographic Information

Yani is from Pontianak City and identifies as Malay. At the time of data collection, she was twenty years old. She is the oldest child in her family and has one younger sister and one younger brother. Her father owns a palm plantation and her mother sells chicken meat at the market in Pontianak City. Yani is multilingual and speaks Malay, Indonesian, English, and Japanese. She learned English for the first time in a private course when she was seven years old. Yani uses English mainly to talk with her overseas friends and sometimes to post on social media. She occasionally reads some books in English, but not very often. In her daily encounters, Yani primarily uses Malay and Indonesian. Arabic is used mainly for religious purposes, such as reading the holy Qur'an and praying.

Yani's decision to enter an English program was influenced by her father, who wanted her to be an English teacher based on her high grades in high school. While none of her immediate family members are teachers, Yani's cousin and cousin's husband both teach English, and she often asked them for advice about her teaching challenges. Her motivation to teach English was also influenced by a past English teacher who inspired her love of the subject. Yani's interest in English continued through middle and high school. Although she initially considered a teaching career in ninth grade, she also dreamed of being a diplomat.

Since she was already motivated to teach at the beginning of her studies, Yani did not experience challenges in completing her education. She began tutoring elementary students in first through sixth grade in her home at the start of the program. Yani followed the path to becoming a teacher required by her study, completing the courses she needed and graduating on time. She completed microteaching in her sixth semester and continued with student teaching in the seventh semester. The following section discusses how Yani learned to teach in both a university microteaching class and a student teaching practicum at Tunas Middle School, and how her identity as an English teacher evolved over both teaching experiences.

Complexities of Learning to Teach in a University Setting

Yani's microteaching class met in a typical university classroom, which was about thirty-three by twenty-six square feet in dimension. There were two fans attached to walls at the front and back of the classroom, and a projector hung in the middle of the ceiling. A wooden teacher's desk was positioned at the front of the class, about three feet from the entrance and 1.5 feet from the whiteboard at the front of the room. There were

about thirty metal folded chairs with tables attached to them in three rows. At the time of Yani's teaching presentation, four students (one male and three female) were in attendance and sat close to each other. Her university instructor was not present during my classroom observation. Acting as an observer and a university instructor, I sat in the second row close to the door.

Viewed from an activity theory perspective, Yani's microteaching class was a collective activity which involved five student teachers, including Yani, and was facilitated by a university instructor, Mrs. Wina, who had been teaching in the English department since 2005. The microteaching class met once a week, with two students presenting mini-lessons based on Curriculum 2013 at each meeting. On average, each student's lesson lasted around thirty minutes. Following each presentation, the university instructor and other student teachers provided comments and feedback. Yani's teaching activities can be seen as an instructional activity system, as illustrated in Figure 4.16:

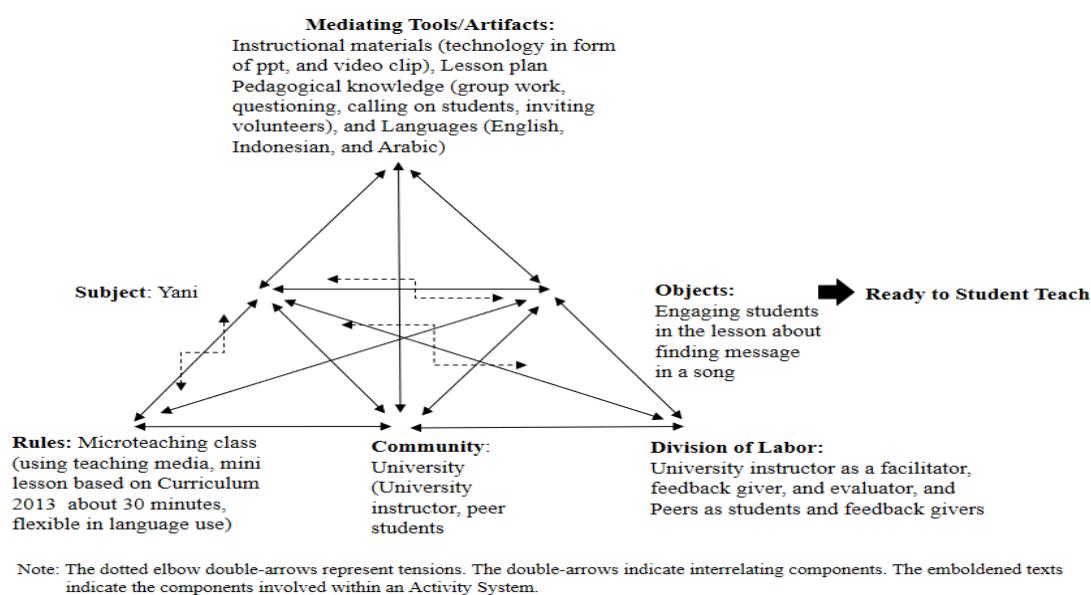


Figure 4.16. Configuration and tensions in Yani's microteaching activity system

As illustrated in Figure 4.16, Yani acted as the subject of an instructional activity system during her mini lesson. On that particular day she had one main goal or object to accomplish: teaching her peers, who pretended to be twelfth grade students, about messages conveyed in music. Specifically, she wanted students to be able to explain the meaning of a song, identify words correctly, and improve their listening skills. In order to achieve these goals, Yani utilized various mediating tools available to her within the university community, consisting of her peers and her instructor. In terms of the division of labor, each member of the community played a certain role. For example, Yani's peers played the roles of students during the demonstration and feedback providers at the end of the lesson. The university instructor's role was to manage the microteaching class, provide comments and feedback on the demonstrations, and decide what student teachers needed to do next. Yani's interaction with the community was mediated by university rules, most notably the class rules and instructor's expectations. The rules include teaching a mini lesson based on Curriculum 2013 that lasted around thirty minutes, as well as applying teaching media.

The utilization of tools in learning to teach in a university setting.

Since the context of her teaching was a university classroom equipped with a projector, Yani was able to use technology in her teaching demonstration. In order to provide an example of how to capture a song's message, Yani played a video clip of a motivational song. In addition to mediating tools involving technology, she used handouts to help students practice filling in the missing words as they listened. In order to guide class discussion, Yani utilized pedagogical knowledge through strategies such as questioning and calling on students. In terms of language as a mediating tool, Yani used

predominantly English in her teaching demonstration, reverting to Indonesian only when addressing difficult words.

While Yani's use of mediating tools was possibly influenced by her own views of effective English teaching, it could also be linked to the rules within her instructional activity system. One prominent rule in microteaching was that demonstrations must be based on Curriculum 2013, which in turn influenced the use of mediating tools. Yani's decision to teach a lesson about songs, for example, was based on Curriculum 2013 (Yani, Interview 5/20/15). Additionally, the university instructor's expectations guided teachers' use of instructional language, as explained in the excerpt below:

Okay, actually there is no certain expectation about whether they have to use full English or not. I think that depends on the ability of the students. Some students who have quite good abilities in speaking English, they tend to use full English in the classroom. And then for those who don't have good abilities in speaking English, they tend to use a kind of 75% English, for example, 75% English, 25% Indonesian. (Mrs. Wina, Interview 7/11/16)

This freedom provided room for Yani to integrate language based on her own abilities and to switch to a different language when needed.

Tensions in Yani's microteaching instructional activity system.

While Yani did not experience many obstacles in teaching her peers, some tensions did emerge in her instructional activity system, as indicated in Figure 4.16. Time constraints were one of the most notable tensions, as Yani only had twenty-five minutes to deliver a lesson plan intended for ninety minutes. Accordingly, her classroom tasks had to be completed quickly and superficially. For example, the listening task focused

only on supplying missing lyrics and identifying the overall message of a song. Additionally, the university instructor's absence created another tension between subject and division of labor. While Yani still received feedback from her peers, she missed out on the opportunity to receive feedback from her instructor. These tensions potentially influenced the object being achieved, since the audience consisted of Yani's peers acting as high school students. As a result, although she received a passing grade in microteaching, Yani was not necessarily ready for student teaching in large classes within secondary school contexts, resulting in a tension between subject and object.

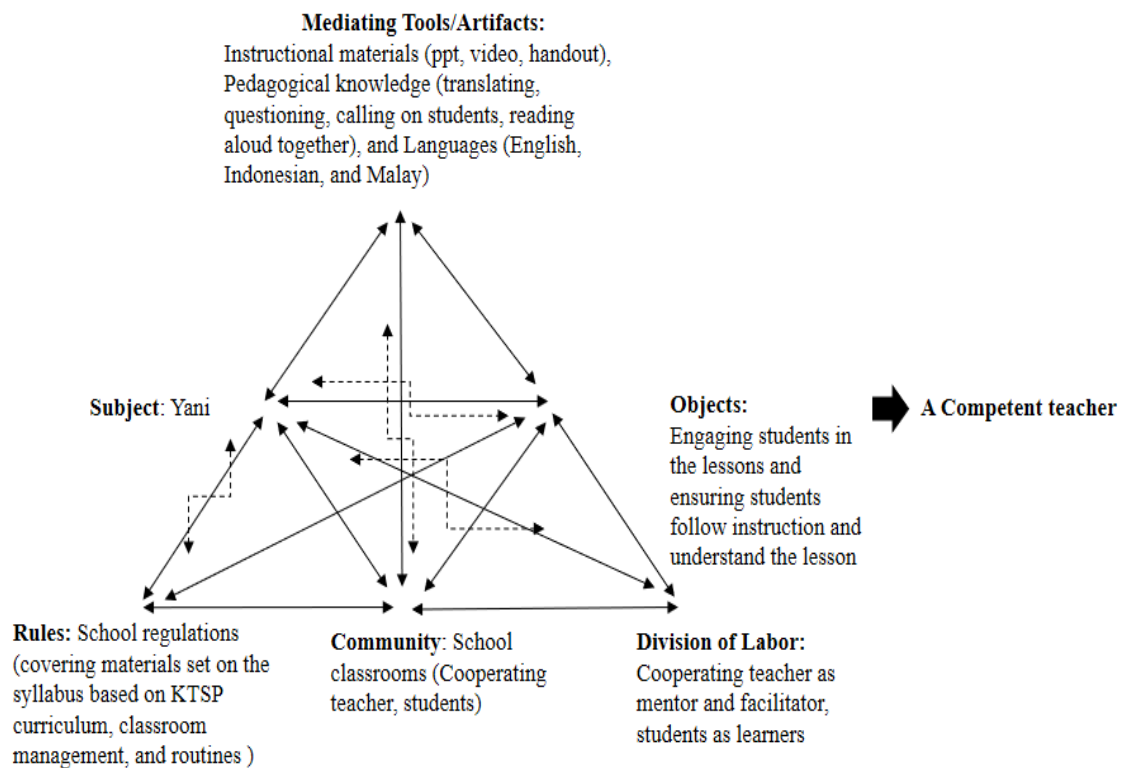
Complexities of Learning to Teach in a School Setting

Yani completed her teaching practicum at Tunas Middle School, a private middle school located in downtown Pontianak City. Although the school did not have any particular religious or ethnic affiliation, the majority of students were Chinese Indonesian and non-Muslim. The number of students at the time of data collection was around 160. The three-story school building was used by elementary and middle school students in the morning and vocational high school students in the afternoon. Each Monday, weather permitting, the school held an hour-long flag ceremony. English was taught as a compulsory subject twice a week for eighty minutes at a time.

Students at Tunas Middle School wore uniforms, including black shoes, navy blue pants, matching ties, and short-sleeved white shirts on Mondays and Tuesdays. On Wednesdays and Thursdays, the students wore batik, a traditional Indonesian printed garment. On Fridays and Saturdays, they wore scout uniforms consisting of dark brown pants and dark orange long-sleeved shirts. Yani taught a seventh grade class with thirty-

four students (eleven male and twenty-three female) once or twice a week, depending on the agreement with her mentor teacher, Mrs. Endah.

A student teaching practicum can be viewed as an activity system that takes place in a school context. While student teaching as a whole is a collective activity system with the primary goal of preparing competent pre-service teachers, on a smaller scale, Yani's student teaching functions as an instructional activity system involving her mentor teacher. Figure 4.17 illustrates Yani's instructional activity system within a school classroom context:



Note: The dotted elbow double-arrows represent tensions. The double-arrows indicate interrelating components. The emboldened texts indicate the components involved within an Activity System.

Figure 4.17. Configuration and tensions in Yani's student teaching activity system

As illustrated in Figure 4.17, Yani as the subject of an activity system had several objects to accomplish. In addition to teaching lessons based on topics in the school syllabus, she also wanted students to be motivated, participate actively in classroom tasks, and understand her instructions. In order to achieve these goals, Yani utilized mediating tools available to her. In terms of the division of labor in Yani's activity system, each community member shared responsibility for the teaching and learning process. For example, the cooperating teacher trusted Yani to handle the class by herself, but was usually present during her student teaching. While the cooperating teacher served as a mentor and guide for Yani, she also functioned as a facilitator by providing her with teaching opportunities. In a similar fashion, the students acted as learners studying English as one of their school subjects. They were cooperative in the sense that they respected Yani and followed her instruction, but the class was often noisy. Yani's interaction with the community was mediated by both school rules and her mentor teacher's expectations. For example, her lessons were required to be eighty minutes long and based on KTSP curriculum. Classroom management and routines were the other rules that Yani's mentor teacher expected her to uphold.

The utilization of tools in learning to teach in a school setting.

Since Yani had access to a projector in her classroom, she was able to utilize a combination of technology, handouts, and a whiteboard as instructional tools for achieving her goals in each teaching performance. At the beginning of her lesson, for example, she played a video to introduce students to the topic. These videos might take the form of short conversations or songs related to the subject. In addition to utilizing this tool to activate students' background knowledge, Yani also used videos to provide

examples of English expressions. She also used PowerPoint presentations to help structure her lessons. The whiteboard was used for additional examples as needed, especially when students were confused. Since most relevant information was contained in the PowerPoint presentation, Yani relied on slides to explain the material. Occasionally she also utilized students as models when the topic required concrete examples, as shown in the following excerpt:

(Yani is teaching a lesson about adjectives. In order to exemplify certain words, she calls on three male students of different height, body size, and skin color, asking them to stand at the front of the room.)

- 1 Yani: *Coba lihat ke depan. apa bedanya?* [[Please look at the front.
- 2 What are the differences?]]
- 3 Rina: *Pendek sama hitam::* [[Short and black.]]
- 4 Aldo: *Kau ngolok kau ye.* [[You are teasing. Aren't you?]]
- 5 Yani: *Warna kulitnya gimana?* [[What is the color of their skin?]]
- 6 Ss: (Laughing and responding sporadically) *Hitam, kuning langsung,*
- 7 [[black, fair]], black forest. (Overlapping)
- 8 Yani: How about the body?
- 9 Ss: (Overlapping response)
- 10 Yani: *Yang sudah disebutkan tadi. Aldo orangnya gimana?* [[That has
- 11 been mentioned just now. What is Ado like as a person?]]
- 12 Ss: *Kecil* [[small]], small, *pendek* [[short]]. (Overlapping response)
- 13 Yani: *Pendek bahasa inggrisnya?* [[What is the English word for
- 14 "short"?]]
- 15 Ss: Short (in chorus).
- 16 Yani: *Kalau kecil?* [[What about small?]]
- 17 Ss: Small (in chorus).
- 18 Yani: *Kalau Dondi sama Randi?* [[What about Dondi and Randi?]]
- 19 Ss: Tall. (In chorus)
- 20 Yani: *Kalau gendut bahasa inggrisnya apa?* [[What is the English word
- 21 for "fat"?]]
- 22 Ss: Fat:: (in chorus)
- 23 Yani: *Dah? Jadi ngerti perbedaannya?* [[Done? So, you know the
- 24 differences?]]
- 25 Ss: *Dah::* [[Done.]] (In chorus)

As shown in the excerpt, Yani asked the class about differences among the three model students in order to activate their background knowledge about adjectives. While she might not have intended to position these students as targets for others' observations, some of them appeared frustrated. As shown in line 4, one student accused another of teasing him by calling him black and small.

In addition to instructional materials, Yani also utilized pedagogical knowledge to ensure that students understood and could practice the language. For example, she employed strategies such as questioning, as shown in the excerpt (lines 1-20) when she asked students questions to activate their prior knowledge about the topic. In addition to questioning the whole class, Yani also called on individual students to explain what they knew about the topic being discussed and review what they had learned. This was especially the case when students talked amongst themselves or went off task. Yani also used teaching strategies such as reading aloud and assigning students to work in groups and pairs in order to provide them with language practice.

In terms of language use, Yani employed Indonesian as her dominant language of instruction. As shown in lines 1-23, she incorporated Indonesian extensively in asking questions at the beginning of her lesson. This recurred throughout the lesson when she asked students to translate English words or provided translations when they did not know the equivalent Indonesian words. In an interview, Yani revealed her reasoning for using translation as a teaching method:

Because my students don't, most of them don't know the vocabulary of English.

So the first time, when I taught them, they were confused by what I (was) talking about. They asked me, "Can you translate, Ma'am? Can you give the translation

for us?" So, that's why when I gave the presentation, I asked them to translate if they know. If they are... if they are... don't know, so I gave the translation. (Yani, Interview 12/3/15)

As indicated in the excerpt, Yani used translation because her students were not able to understand her when she spoke in English. In addition to Indonesian, she also used Malay in her teaching.

Tensions in yani's instructional activity system.

Several tensions emerged in Yani's student teaching instructional activity system, as indicated in Figure 4.17. While internal tension was not clearly identified in Yani's teaching performance, it was apparent that she encountered tension with the division of labor. For example, Yani experienced difficulties in classroom management when her students were disruptive and talked to each other even while she explained the material. As a result, no matter how much effort she put into engaging her students, many of them still did not follow her instructions and only paid attention for the first fifteen minutes or so. Yani often had to yell to get students' attention and approach them individually to make sure they understood what to do.

Another tension emerged between mediating tools and the community. In terms of utilizing language, for example, Yani's use of English was limited because students' fluency levels were inadequate for comprehending English instruction. She commented on this difficulty in an interview:

Actually, I have a part before I teach. For example, for this part I will use English, but actually, as I said before, my students, only one knows about English. So when I spoke and told the material about English in English, they said, "What are you

talking about, Miss?" Like that. So, I... when I speak Indonesian, they also still confused. So I just said it in Malay, also Indonesian, or also English. (Yani, Interview 12/3/15)

As shown in the excerpt, Yani could not maintain her plan to use a particular language in her teaching, so she switched to a language students understood.

The next tension emerged between subject and rules. While Yani wanted to apply her pedagogical knowledge in activities such as group work, the class time often did not permit it. The large class size and required syllabus topics posed challenges for Yani in reaching her teaching goals. The noisy classroom atmosphere was another indication of tension in Yani's teaching. Taken together, these tensions in Yani's instruction activity system contribute to the creation of another tension between subject and object.

The Enactment of Teacher Identity in Classroom Practices

When analyzed based on Gee's discourse analysis tools, Yani's two teaching practica provide insights about the identity she was constructing as an English teacher candidate. The following section discusses how Yani wanted to be perceived as an English teacher through her actions and social language usage.

In microteaching, for example, Yani already viewed herself as an English teacher and felt confident about her future teaching abilities. In an interview, she remarked: "myself as English teacher to be, mm... I already try to be, what is it... make myself teach my students, and I feel confident that I can be a teacher... English teacher the next day because I already try, mm... what students love. So I can encourage them to use English" (Yani, Interview 5/20/15). Her identity as a confident English teacher was also represented in the way she dressed. During her microteaching demonstration, she dressed

like a typical teacher in Indonesian school contexts, wearing a long black skirt, blue batik shirt with long sleeves, blue head cover, and professional women's shoes. Her lesson organization also resembled that of typical school teachers. For example, she included rituals such as greetings, checking attendance, and asking students to pray together.

Yani's identity as a developing English teacher was also nurtured in her student teaching, during which she clearly wanted to be recognized as a teacher in Indonesian school contexts. In terms of dress, for instance, Yani continued wearing similar clothing to teach. When the school held its weekly morning flag ceremony, she wore an alma mater jacket that identified her as a university student and differentiated her appearance from that of a typical school teacher. In addition to dress, Yani also wore light lipstick at school. While this was not common in university settings, it was more typical in school contexts, where teachers often wore make-up. Based on these observations, it is apparent that Yani adjusted her self-presentation based on her teaching environment. While clothing and makeup are personal choices, they also indicate that Yani wanted to be identified as a certain kind of teacher in both university and school contexts. In microteaching, for example, Yani still considered herself a student and wanted to be identified as modest. In the school context, however, Yani wanted to be recognized as a more mature student teacher in front of her classes, and perhaps in front of other teachers and school staff.

Positioning in relation to students.

Within classroom contexts, Yani's language use also provides insights into how she positioned herself in relation to her peers and students, as well as how she was positioned by them. As a pre-service teacher who was still learning to teach, Yani's

identity development was an ongoing process. During her microteaching lesson about motivational song messages, for example, Yani did not entirely position herself as a teacher in front of her peers, as shown in the following excerpt (taken from classroom observation, 5/15/15).

- 25 Yani: (Standing behind the teacher's desk) *Assalamualaikum*
 26 *warrahmatullahi Wabarakatuh*. [[May the peace, mercy, and
 27 blessings of Allah be with you.]]
 28 Ss: *Walaikum salam warrahmatullahi Wabarakatuh*. [[May the
 29 peace, mercy, and blessings of Allah be with you, too.]]
 30 Yani: How are you today?
 31 Ss: I am fine, ma'am.
 32 Yani: Well, Raka. Can you lead the prayer?
 33 Raka: Okay my friends, before we study, let's pray together (everyone
 34 bows). Finish praying.
 35 Yani: Who is absent today?
 36 Dian: Lina, Miss.
 37 Yani: Lina and::?
 38 Ss: Tia.
 39 Yani: Why are they absent?
 40 Ss: They are sick, ma'am.
 41 Yani: Oh, they are sick. Have you seen them?
 42 Ss: Not yet, ma'am.
 43 Yani: Okay, I hope both of them can get well. Well, here. I want to show
 44 these words. Do you know about it?
 45 Ss: SONG: (in chorus)
 46 Yani: Song about?
 47 Rina: Song about life.
 48 Yani: Okay, from the title, do you know the song?
 49 Ss: YES. (In chorus)
 50 Raka: No
 51 Rina: The song from One Direction.
 52 Yani: Oh, I think you like this song. Right? Now, let's listen to the song.
 53 (Begins video clip.) I am sorry. I want you to observe this video.
 54 Before this, I want to give you this. (Distributes handout.) Watch
 55 the video and fill in the questions. (Plays video clip.)

As indicated in the excerpt, Yani opened the class with routines such as greetings, asking students to lead the group prayer, and checking attendance (line 25-43). Within this

context, she was enacting an identity as a typical teacher in a school setting with established routines. By greeting students in Arabic rather than another language, however, Yani positioned herself as part of a wider Muslim majority population. She indicated that as a teacher, she was obliged to greet her Muslim peers in Arabic. Asking students to pray together was another indicator that Yani was enacting an identity as a teacher in Indonesian contexts, who considered prayer a part of school routine and felt a moral obligation to foster the tradition of showing gratitude to God. In a similar fashion, checking attendance illustrates that Yani was enacting an identity as a teacher who cared for her students.

Yani's microteaching demonstration possesses several characteristics. For example, she did not specify her peers' role as particular students, suggesting that she was merely enacting a formality. Her method of providing instruction was also highly straightforward, as though she assumed her students knew what they were supposed to do (lines 43-52). The short question and answer portion of the lesson (lines 44-48) seemed like a typical conversation with peers, rather than with school students. This suggests that Yani's identity was still a mix between a teacher and a peer to her classmates. Additionally, her expression of apology (line 53) seemed uncommon for a teacher, and her direct, brief instructions indicated that she was acting as a peer rather than a teacher. Yani's mixed identities were also illustrated in another segment of her teaching, as shown in the following excerpt:

- 56 Yani: (After the video clip ends) Well, that's all, class. Anyone want to
 57 answer the questions?
 58 Ss: Yes:: (In chorus)
 59 Yani: What is the answer for question number one?
 60 Ss: One Direction. (In chorus)

- 61 Yani: One Direction. What about the second question?
 62 Ss: When (aud)
 63 Yani: Very good. And how about the question number three?
 64 Rina: We don't remember.
 65 Yani: How many members?
 66 Ss: Five, five members. (Overlapping)
 67 Yani: Do you know who they are?
 68 Ss: Yes, no. (Overlapping)
 69 Rina: (Lists the members of One Direction)
 70 Ss: Okay, this is proof that she is a big fan of One Direction. And then,
 71 the fourth question. What is the answer to the fourth question?

As shown in the excerpt, Yani directly questioned her peers following the exercise, without asking if they had finished filling in the missing words (lines 51-57). She was also straightforward in her directions, choosing not to repeat students' answers to the questions (lines 59-71). While this would be an unusual occurrence in a high school classroom, Yani was apparently treating her peers as university students like herself. Despite her role as a teacher, she still enacted an identity as an equal to her peers.

Unlike in microteaching, Yani made adjustments to her teaching style and positioning in relation to students during this lesson. As the following excerpt illustrates, she began her class with routines similar to those in microteaching, with a few adjustments:

- 72 Yani: Dah, Alex?
 73 Alex: STAND UP::!
 74 Ss: (Standing up)
 75 Alex: GREETING!
 76 Ss: Good morning, Miss:: (in chorus)
 77 Yani: Uh:: prayer *dulu* [[first]]!
 78 Ales: Prayer begins!
 79 Ss: (Bowing silently)
 80 Alex: Finish praying.
 81 Yani: How are you today?
 82 Ss: (Overlapping) fine, tired.

- 83 Yani: How is your condition after yesterday? *Gimana kondisinya setelah*
 84 *kemarin pramuka satu hari?* [[How is your condition after having
 85 scouts all day yesterday?]]
 86 Ss: Cape::k [[tired.]] (In chorus)
 87 Yani: *Masih capek kah?* [[Are you still tired?]]
 88 Ss: *Masih* [[Yes, we are.]] (In chorus)
 89 Yani: *Langsung tidur?* [[Did you directly go to sleep?]]
 90 Ss: (Overlapping answer) (aud)
 91 Yani: *Ok ada yang nggak masuk?* [[Is there anyone absent?]]
 92 Ss: *Ada:* [[Yes, there is.]]
 93 Yani: (Calls on students one by one.)
 94 Ss: (Raising their hands or responding with “present”)
 95 Yani: So, three people are absent today. Okay. *Sebelum mulai hari ini...*
 96 [[Before we start today...]] (Distributes paper handout.) *JANGAN*
 97 *DIISIIN DULU. Ngisinya nanti dari video.* [[DON’T ANSWER
 98 RIGHT AWAY. Answer later based on the video.]] (Plays video
 99 about personal information.)

While Yani performed similar opening routines as she did in microteaching, she was more engaged with her middle school students. There were also slight differences in how she facilitated the class greeting in each setting. As indicated in line 72, Yani gave a signal to one of her students, perhaps the class coordinator, to start the greeting. This gave the impression that teachers were hierarchically superior to students, and that students should greet teachers first. While this might have been a strategy for teaching students to be polite, it nevertheless illustrates that teachers expected respect within this context. Additionally, Yani greeted students directly in English, rather than Arabic.

While the act of greeting in a certain language might have been spontaneous, Yani was aware that an Arabic greeting was inappropriate since none of her students were Muslim.

Yani made additional adjustments in her middle school context, indicating a shift in enacted identity. While she still represented a Muslim identity in the way she dressed, she did not enact the same identity in her language use. In addition to the greeting, Yani

adjusted her approach in building relationships with students as part of the class routine. As indicated in the above excerpt (lines 83-89), Yani utilized small talk, such as asking how students felt after their activity the previous day, which she did not do in microteaching. In providing instructions for the listening activity, Yani also adjusted to her students' situation. Unlike her straightforward approach in microteaching, Yani provided clear instructions by reminding students to fill in the missing information after they listened to the video (lines 95-99). Signaling students to begin greeting and prohibiting them from completing tasks in advance provide clue that Yani positioned herself as an authority in front of her students.

In addition to being authoritative, Yani also enacted multiple identities as she guided students in answering questions about the video, as indicated in the following excerpt:

- 100 Yani: (After the video ends) *ULANG::?* [[REPEAT?]]
 101 Ss: (Looking confused)
 102 Yani: *Kalau udah udah. Ulang ya?* [[If you are done, that's it. Do you
 103 want me to repeat?]]
 104 Ss: *Dah dah, ulangi.* [[Done, done, repeat.]] (Overlapping)
 105 Yani: Easy, *ndak?* [[isn't it?]]
 106 Ss: Easy. (In chorus)
 107 Yani: *Dah lah kita jawab sama-sama!* [[Let's answer together!]]
 108 Ready? So *NAMENYA?* [[WHAT IS THE NAME?]]
 109 Ss: Rafi.
 110 Yani: Age?
 111 Ss: Eight years old. (In chorus)
 112 Yani: Brothers or sisters?
 113 Ss: One sister. (In chorus)
 114 Yani: *Apa?* [[What]] youn::ger sister. What is the meaning of "younger
 115 sister"?
 116 Ss: *Kakak tertua eh, adek.* [[Older sister, uh, younger sister.]]
 117 (Overlapping)

As indicated in lines 100-103, Yani was enacting an identity as a caring teacher by asking whether students needed more time to watch the video in order to complete the listening tasks in the handout. Her care was demonstrated in line 102 when she asked whether students needed to watch the video a second time before answering the questions. Yani also asked if the listening exercise was easy (line 105), ensuring that the task was within students' language ability. In addition, she offered to answer the listening questions along with them. While her real motive for working together was not clear, it can be interpreted as a way of accommodating students who could not answer the questions. This suggests that Yani did not want to embarrass students for not being able to answer correctly.

Unlike in microteaching, where Yani did not pay specific attention to the meaning of each English word, in this lesson she spent time on words she assumed students did not understand. For example, in discussing the listening questions, she asked if students understood the meaning of the term "younger sister" (lines 114-115). This suggests that Yani's teacher identity evolved as she taught in different contexts.

In another portion of the lesson, Yani's teaching methods provide clues to how she wanted to be perceived. The following excerpt (taken from classroom observation 11/24/15) provides insight in the kind of teacher Yani was portraying:

- 118 Yani: Uh:: Miss *mau* review *materi sebentar*. *Kalau I pasangannya*
 119 *apa?* [[Miss wants to review the material briefly. What is the
 120 partner for "I"?]]
 121 Ss: You:: (in chorus)
 122 Yani: *Bukan*. *I pasangannya?* [[No, the partner of "I" is?]]
 123 Rina: I, you, they, we.
 124 Yani: To be, to be, *I pasangannya?* [[The partner of "I" is?]]
 125 Nia: Am, am.
 126 Yani: *Sama sama!* *I pasangannya?* [[Together! The partner of "I" is?]]
 127 Ss: Am. (In chorus)
 128 Yani: *Kalau* [[if]] they, we?

- 129 Ss: Are::
 130 Yani: They, we, you?
 131 Ss: I (in chorus)
 132 Yani: *Kok* [[why]] I?
 133 Ss: ARE::
 134 Yani: *Kalau negatif ditambah?* [[If negative, it should be added with?]]
 135 Ss: Are not. (Overlapping)
 136 Yani: *Kalau pertannyaan berarti diba::? diba::* [[If interrogative, it
 137 means in re...]]
 138 Nia: *Dibalik.* [[In reverse.]]

As shown in the excerpt, Yani specifically told students that she would review the previous lesson about “to be” and its matched subjects (lines 118-137). In doing so, she asked students several questions related to what they learned in the previous lesson.

When they did not answer the way she wanted (lines 124 and 126), Yani provided additional clues to help students guess the answer (line 122). Yani also wanted students to answer together (line 126), suggesting that she preferred class answers to individual answers. This was probably her way of ensuring that all students participated in the lesson. Yani also focused on students’ grammar in the answers, as she wanted them to correctly match “to be” and its subject. Her method of engaging students through questions aligned with a behaviorist theory of learning, suggesting that she was developing an identity as a teacher who emphasized rote learning and grammar translation as methods for teaching English.

While Yani’s choice of teaching strategies might have been triggered by students’ low English proficiency, they also informed the construction of her teacher identity. Since she completed her student teaching at a private middle school without textbooks, Yani relied on finding materials from multiple resources, often downloading videos and using PowerPoint presentations in her lessons. This also suggests that Yani was

developing an identity as a creative teacher who was aware of the available resources around her. In terms of positioning, the above excerpt indicates that Yani positioned herself as a teacher who was knowledgeable about students. She also demonstrated that she was a facilitator who did not give students all the information, but rather allowed them to brainstorm and determine what they would learn.

In terms of language use, Yani also made adjustments within different teaching contexts. Unlike in microteaching, where Indonesian was used only for finding equivalent terms for difficult English words, Yani shifted her language use between English, Indonesian, and occasionally Malay throughout her lesson, as shown in the following excerpt (taken from classroom observation 11/16/15):

- 139 Yani: Uh, *habis nonton video tadi*, after you watched this video, what
 140 should you get from this video? Uh, *maksud pelajaran di video*
 141 *ini apa? Kenapa guru itu nannya?* [[What is the intention of the
 142 lesson from that video? Why did the teacher ask?]]
 143 Rina: *Supaya lebih kenal lagi.* [[To know better.]]
 144 Yani: *Betol, yang lain? Tahu lah masa ndak tahu. Apa?* [[Correct. What
 145 else? You know it, don't you? What?]]
 146 Ss: (Silence)
 147 Yani: *Ibunya tadi nanya apa?* [[What did the female teacher ask?]]
 148 Rina: *Nanya identitas.* [[Asking for identity.]]
 149 Yani: *Kalau identitas itu tadi nanya in apa?* [[If asking for identity, that
 150 means asking what?]]
 151 Ss: *Nama.* [[Name]] (in chorus)
 152 Yani: *Jadi nanya tentang IN::?* [[So, asking about IN..]]
 153 Ss: *Inti* [[essence]]
 154 Yani: *In:: for::?*
 155 Ss: *Masi* [[information]]
 156 Yani: *Pernah:::* [[Have]] have you ever asked your friends about
 157 information? *Pernah ndak nanya tentang?* [[Have you ever asked
 158 about...?]]
 159 Ss: *Pernah::* [[Wes, we have.]] (In chorus)
 160 Yani: *Contohnya? informasi tuh banyak, contohnya apa? contohnya*
 161 *satu misalnya besok libur ke? apalagi?* [[For example? The
 162 information is a lot. What is the example? I give you one
 163 example. Will tomorrow be a holiday? What else?]]

- 164 Rina: *Besok pakai baju olah raga?* [[Will we wear sport gear
 165 tomorrow?]]
 166 Yani: Yeah. Next?
 167 Ria: *Minggu depan ulangan?* [[Will we have an examination next
 168 week?]]
 169 Yani: *Ha ah minggu depan ulangan kah?* [[Yes, will we have an
 170 examination next week?]]

As shown in the excerpt (lines 139-170), Yani used English and Indonesian to explain how to ask and provide information. While she spoke primarily Indonesian, she also utilized Malay, the language most students used to interact with each other. In line 144, Yani commented on students' answers in Malay. Similarly, she used Malay in line 161 to emphasize her example about asking for information. While Malay is not significantly different from Indonesian, Yani's use of the language seemed to function as a friendly comment to invite answers from students. When the class was silent (line 146), she used Indonesian to ask additional probing questions (line 147). While English was also used (lines 139 and lines 162-163), it was followed by its Indonesian translation. This suggests that Yani wanted to ensure that students understood her instruction. Within this context, English seemed to serve as a way of exposing students to the target language they were learning.

Yani's use of multiple languages within classroom settings provides clues that she was enacting multiple identities. For example, when using Malay, Yani wanted to be identified as part of her students' community and recognized as less intimidating. Her use of Indonesian, however, indicated that Yani wanted to be perceived as a typical teacher utilizing the national language in her instruction. Her use of English, however, allowed her to expose students to the target language she was teaching. Yani's use of different

languages within school contexts is summarized in Table 4.6:

Table 4.6.

Yani's Classroom Language Use and Its Possible Functions

Activities	Language use	Possible functions
Greeting	English	Social positioning
Checking students' attendance	Indonesian	Building rapport with students
Introducing lesson	Indonesian	Ensuring students understand
Giving explanation	Indonesian English	Ensuring students understand Introducing topics and exposing students to target language
Giving instruction	Indonesian English Malay	Making sure students understand Exposing students to the language being learned Developing closeness with students
Closing lesson	English	Replying to students' greeting

Being positioned by peers and students.

In general, Yani's students were both verbally and non-verbally respectful toward her. At the beginning and end of each lesson, students stood up and greeted Yani. They also avoided calling her by her first name, which in Indonesian culture is considered rude. In addition, students kissed her hand at the end of each lesson. According to Yani, kissing teachers' hands was part of the school tradition: "In Tunas Middle School, the students always kiss the teachers' hand when they meet" (Yani, Interview 7/12/15).

Despite the respect they showed to teachers, Yani's students did not always behave as she expected. The following excerpt illustrates one example of how students interacted with Yani:

171 Yani: (Showing a PowerPoint slide with a dialogue about gratitude)
 172 *Ini apa ini? Ucapan expression nya gratitude nya?* [[What is
 173

- 174 this? Which one is an expression of gratitude?]] Where is the expression of gratitude?
- 175 Ss: (Overlapping talk)
- 176 Yani: Randi, Randi, expression gratitude *nya yang mana*? [[Which one is the expression of gratitude?]]
- 177 one is the expression of gratitude?]]
- 178 Ss: Ape?
- 179 Yani: Expression of gratitude *nya yang mana*? [[Which one is the expression of gratitude?]]
- 180 expression of gratitude?]]
- 181 Randi: Thanks a lot.
- 182 Yani: Thanks a lot, *kalah responsenya*? [[what about the response?]]
- 183 Randi: It's my pleasure. (Overlapping)
- 184 Yani: It's my pleasure. *BACA LAGI. Eh yang lain tuh baca lah.*
- 185 [[READ AGAIN. Others please read, too.]]
- 186 Ss: What can I do? (Overlapping reading)
- 187 Yani: *Yang ini A yang ini B ya.* [[This part is Group A and this part is Group B.]] (Dividing the class into two groups) *Coba yang A.*
- 188 [[Group A, please.]]
- 189
- 190 Ss in Group A: What can I do for you, sir::? (in chorus)
- 191 Ss in Group B: (Overlapping) we have some (aud)
- 192 Yani: Hey! (Attracting students' attention and showing another PowerPoint slide.)
- 193
- 194 Ss: *Tunggulah* [[Wait]], Miss. *Tinggal sikit.* [[We have a little bit left.]] (Overlapping, students talking.)
- 195
- 196 Yani: *Ndak usah di catat:: yang itu.* [[You don't need to take notes on that part.]]
- 197
- 198 Ss: Huh, eh? (Overlapping complaints while some talk amongst themselves.)
- 199
- 200 Yani: *Dah Dah. DIEM DULU.* [[ENOUGH. BE QUIET!]] SHUT UP, PLEASE! BE QUIET, PLEASE! (Plays a video clip about gratitude.)
- 201
- 201
- 203 Ss: (Talking to each other)
- 204 Yani: Hey, *DIAM DULU.* [[BE QUIET.]] Hey. *Udah.* [[Done.]]
- 205 Candra, *udah* [[done.]] (Calls on a student who is arguing with a classmate.)
- 206
- 207 Ss: (Continues arguing)

As revealed in the excerpt, Yani asked students to practice identifying expressions of gratitude while some were still talking. She then called on one of the talking students, Randi (line 176). Since Randi was not paying attention, he did not know the answer.

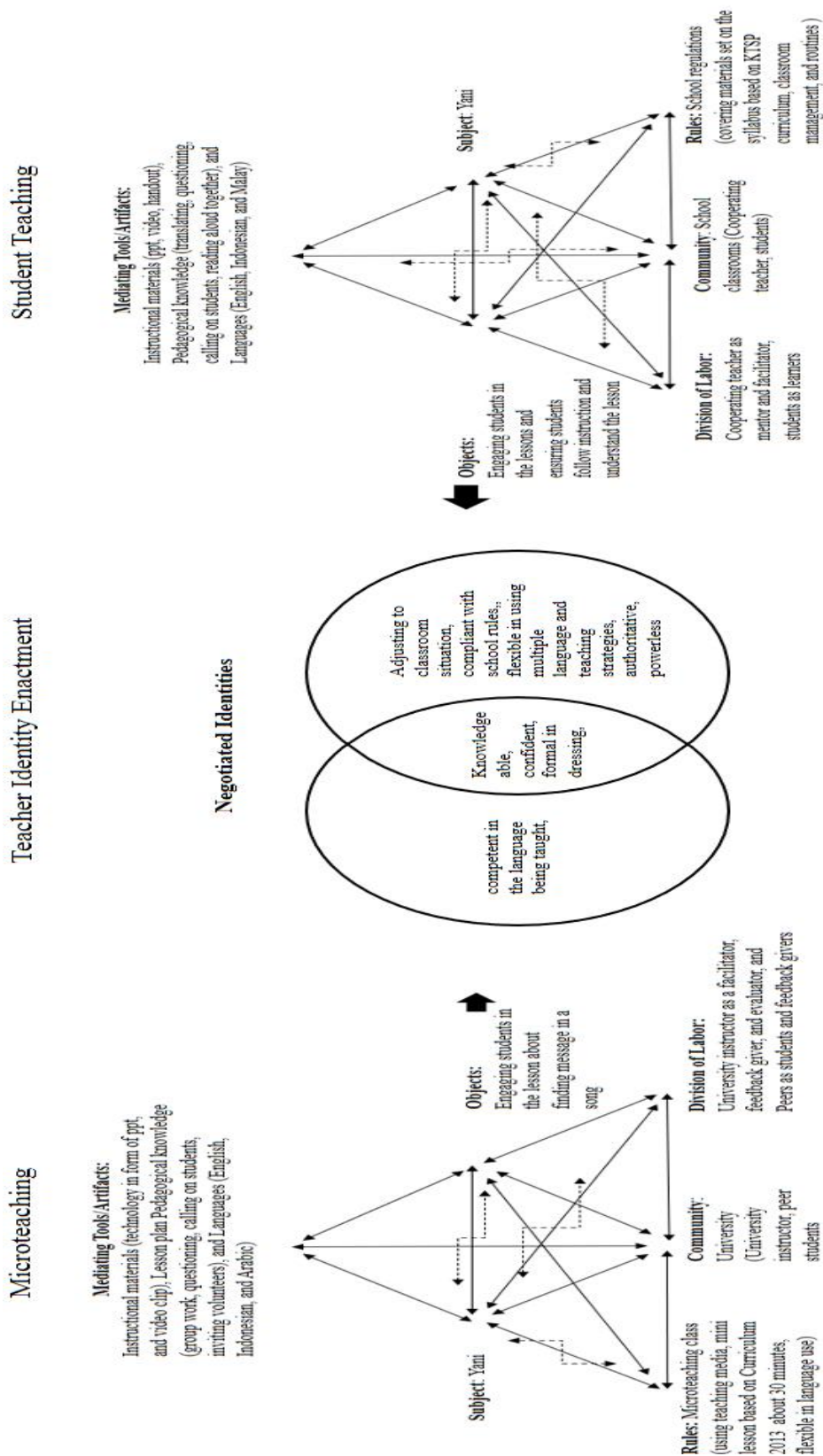
However, he did not hesitate to answer back in Malay (line 178). Instead of apologizing

for not paying attention, Randi apparently challenged Yani by talking back, suggesting that he positioned her as less powerful. Yani, however, did not address Randi's response; rather, she patiently repeated her question (line 179). This suggests that she was enacting an identity as a teacher who was able to control her emotions. In lines 192-205, however, Yani used her power as a teacher in that particular class to control students' behavior. In lines 200-201, she used three different expressions to quiet the class.

While Yani's reasons for using different expressions were not clear, the above excerpt reveals a connection between her social language use and how she wanted to be perceived. The Indonesian expression was possibly used because she wanted to ensure students' understanding, while the English expressions were most likely used to familiarize students with equivalent expressions in the language they were learning. The use of different English expressions, however, could also be attributed to Yani's emotions in dealing with misbehaving students. The expression "shut up, please," for example, might be associated with Yani's anger toward her students. On the other hand, since Yani was about to play a video, this expression might have been used simply to get students' attention. Her students' response, however, suggests that they might not have understood what she said. The fact that students continued talking to each other indicates that they positioned Yani as a less powerful teacher and were not afraid of her. It might also indicate that her students considered her a friend and thus did not feel obliged to follow her instruction.

The Evolution of Yani's Teacher Identity: A Summative Interpretation

Looking across Yain's identity enactment in both teaching practica, it is clear that her teacher identity evolved as she taught in different contexts. Figure 4.15 illustrates how learning to teach in university and school settings contributed to the development of Yani's teacher identity.



Note: The dotted elbow double-arrows represent tensions. The double-arrows indicate interrelating components. The emboldened texts indicate the components involved within an Activity System.

Note: The dotted elbow double-arrows represent tensions. The double-arrows indicate interrelating components. The emboldened texts indicate the components involved within an Activity System.

Figure 4.18. The enactment of Yani's teacher identities in both university and school settings

As illustrated in Figure 4.18, Yani's identity enactment in each teaching practicum shared key similarities and differences. In microteaching, Yani had already developed an identity as a typical teacher in Indonesian secondary school contexts, as manifested in her dress and partially in her teaching style. She also displayed an identity as a competent language teacher by providing extensive instruction in English. At the same time, she acted as a teacher who valued students' language through her use of Indonesian for certain parts of the lesson. In her student teaching, however, Yani made adjustments to how she wanted to be perceived. For example, she enacted an identity as a patient and authoritative teacher, despite frequently being positioned as powerless. Because her students' language backgrounds did not allow her to use English exclusively, she alternated her language use in the classroom, with Indonesian being the most dominant language. Her large class size also caused her to adjust her teaching strategies. Despite adjusting her interactions with students through teaching methods and language use, Yani nevertheless enacted some of the same identities she displayed in microteaching. In both university and school contexts, ultimately, Yani wanted to be recognized as a confident and knowledgeable teacher who valued students' first language.

In line with the identities she enacted in both microteaching and student teaching contexts, Yani's self-perceived teacher identity also evolved as she taught in different settings. Since she began her English studies with the intention of becoming a teacher, Yani was continually searching for ways to improve her abilities. For example, she taught an outside English course and tutored students in her home, as she revealed in an interview:

At first in my university, I didn't have any experience with teaching. But I tried to teach privately. So in that case, I knew how to teach. And then I also asked my sister how... how the students like English teachers. So, I know the tips from my sister. She tells me, "if you want to be an English teacher, you should do this and this." So, I can apply it. When it comes to practice like microteaching, I also, mm, find some ways to apply in, what is it... my... my teaching, like techniques.

(Yani, Interview 5/20/15)

The above interview excerpt indicates that Yani was developing her identity as a teacher while trying to improve her abilities. In microteaching, she felt confident and ready to be a teacher. For example, as she stated, "Uh... myself as an English teacher to be, mm... I already try to be, what is it... make myself teach my students, and I feel confident that I can be a teacher... English teacher next, because I already try, mm... what students love. So, I can encourage them in English" (Yani, Interview 5/20/15). This confidence was shown during her microteaching lesson when she treated her peers as students and spoke English the majority of the time.

In student teaching, however, Yani had mixed feelings when she encountered problems with classroom management. While her experience was not entirely negative, she felt that she was powerless because she was only a practicing teacher. Yani illustrated these mixed feelings in the following interview excerpt:

Sometimes I become more confident, but sometimes I become frustrated. Why frustrated, because in the class, they cannot calm. But, I think I thought before. I think I just, *PPL* [[student]] teacher, they can do whatever they want. I thought that before. If I will be a real teacher in the school, maybe they'll be a little bit not

afraid. I mean.... respect me as a real teacher. But, mm, I am frustrated because I cannot control the class. But, I am confident to become an English teacher because when I talked in the class, I feel... I feel oh, like this. This is the feeling when I become a teacher. So, I can understand what my teachers felt when they taught me. I am so... I don't know, I'm just happy when I go to class. And they meet me, and then they talk to me. It means that they respect me a lot. And then I can give the knowledge to them, I am happy, too. (Yani, Interview 12/3/15)

The mixed feelings that Yani experienced in her student teaching provided her with a sense of becoming a teacher and led her to develop compassion toward other teachers.

Yani's evolving conceptualization of an effective English teacher also provides clues to the identity development she underwent as she transitioned from teaching in a university context to a school context. In microteaching, for example, Yani was developing an identity as a confident teacher who facilitated learning. However, as she faced the more authentic situation of teaching English in a school context, her identity construction shifted from an ideal portrait of an English teacher into a more realistic portrait of an English teacher in Indonesian school contexts. This was especially evident when she dealt with disruptive students who had a low level of English proficiency. She no longer focused on facilitating students' use of English for communication; instead, she drilled them in grammar and translation, despite originally exposing them to various learning sources. However, Yani nevertheless envisioned herself as being a wise and friendly teacher in the future, as she revealed in an interview:

I want to be a wise teacher, but friendly as well. So my students don't don't feel like they are afraid of me, but at this time I can also guide

them... guide them to... in teaching English, but also as a teacher, we don't just teach the language, but also teach others, like that. So, I hope I can be a teacher, a wise teacher, and friendly teacher. (Yani, Interview 12/3/15)

As the interview excerpt indicated, Yani wanted to be a teacher who did not just teach the language, but also guided her students. Even though teaching was not necessarily the main career she wanted to pursue upon graduation, she still considered herself a teacher who did more than simply developing students' language use. This suggests the evolution of Yani's teacher identity as she transitioned from a university setting into a school setting.

CHAPTER 5

DISCUSSION

The cross-case analysis I present in this chapter is intended to discuss study findings as well as to compare and contrast them across cases. As Yin (2014) suggests, one way of reporting multiple-cases studies is to provide a cross-case analysis following an in-case analysis. In comparing and contrasting the findings, I use the same themes as the in-case analysis in the previous chapter, in order to maintain consistency in the comparison. The activity theory analysis in the first part of this chapter discusses the resources and constraints for pre-service teachers in each teaching context. This section is informative and descriptive in its focus on how participants learn to teach in each setting. The discussion of pre-service teachers' identity construction and enactment in each setting is presented after the cross-case analysis of each activity system. Following that, I present an analysis of the evolution of pre-service teachers' identities across the two settings.

Complexities of Learning to Teach in a University Setting

As one of the required teaching practica at Equator University, microteaching is intended to ensure that pre-service teachers are ready to student teach, an important component of teacher education at the university. As explained by the head of the English department, who is a microteaching instructor himself:

I think microteaching or peer teaching actually is very important because this is the first opportunity for the students to really experience becoming a teacher.

Even though the situations of the students are not real, at least in that opportunity,

I mean in microteaching or peer teaching, they have the opportunity to teach, to

act as a real teacher. And I think also the...for me as a lecturer or supervisor for them, microteaching becomes... this is also for me the opportunity to look, to see directly whether they already obtained a certain level of maturity, certain level of competence and confidence to become a teacher. (Mr. Imam, Interview 6/27/16)

This statement clearly indicates that microteaching is important for both students and teacher educators. While the importance of microteaching is acknowledged, there is not any standard method for how the practicum is carried out at the university, as each instructor seemed to have his or her own way of organizing the class.

Within the four microteaching classes I observed for this study, not all teacher educators had similar expectations for how pre-service teachers should teach. In terms of the teaching demonstration length, for example, three teacher educators (Mr. Zuri, Mrs. Wina, and Mrs. Ernawati) required pre-service teachers to perform within fifteen to thirty minutes, while Mr. Untung gave students a longer time (around thirty to forty minutes) for each demonstration. Differences also occurred among the curriculum pre-service teachers had to draw upon in creating their lesson plans. For example, Mr. Zuri, the university instructor in Adi's microteaching class, expected students to derive their lesson plans from the KTSP curriculum. Within this curriculum, each lesson plan focuses on certain language skills, such as listening, speaking, and reading. Conversely, the other three teacher educators expected pre-service teachers to derive their lesson plans from Curriculum 2013 (the newest curriculum). In Curriculum 2013, language skills are not taught separately, but are included alongside other integrative skills. In addition, this curriculum emphasizes character building and encourages teachers to promote good behavior in addition to teaching the content.

Based on this difference in curriculum, similarities in the teaching demonstrations were not expected. In microteaching, however, differences still existed even among lesson plans derived from the same curriculum. In Mrs. Wina's and Mrs. Ernawati's classes, for example, where Curriculum 2013 was emphasized, pre-service teachers were expected to perform classroom routines similar to school teachers, such as checking students' attendance and praying together before the main lesson. These routines were absent, however, in Mr. Zuri's and Mr. Untung's classes, which placed greater emphasis on delivering the lesson. While these differences might be coincidental, they also seemed related to teacher educators' different views of how pre-service teachers should handle the lesson. Data from classroom observations indicates that female teacher educators tended to pay more detailed attention to classroom practice than male teacher educators. While more data is needed to make a claim about gender difference, it is clear that pre-service teachers' enacted identity was shaped by the expectation that university instructors set. As teacher identity construction is influenced by context, the information related to the context where pre-service teachers learn to teach is important in providing insights about what, how, and why pre-service teachers do what they do in the classroom which I elaborate further in the identity construction and enactment section.

Pre-service Teachers' Instructional Activity Systems in a University Setting

Viewed from an activity theory perspective, microteaching is an activity system in which learning to teach is a complex process, involving six interrelated components which do not always mesh with one another. With that in mind, the interactions between the six components of an activity system (subject, mediating tools/artifacts, goals, rules, community, and division of labor) undeniably shape how the subjects, in this case pre-

service teachers, construct and enact their identity as teachers within the setting. Findings across cases illustrate how pre-service teachers' microteaching classes, as instructional activity systems, share similarities and differences.

Given that the context of their teaching is a university classroom, all six pre-service teachers share similarities in the components of their activity system. For example, they share the common goal of teaching their peers certain topics based on English curriculum applied in secondary school contexts, with the ultimate outcome of being ready to student teach. The community in which they are involved consists of peers and a university instructor within the same institutional culture. The mediating tools available to them are also similar, in the sense that they have access to technology and are given freedom to choose the topics of their lessons. Finally, the division of labor is similar, with peers acting as students and feedback providers, while the teacher educator serves as a facilitator, feedback provider, and performance evaluator. With the similarities that all the six participants share some similarities in the identities they enact are expected to exist. Identity within this sense can be understood as similarities that participants share in the same group, echoing the definition of identity as similarity and difference (Bucholtz & Hall, 2004; McKinlay & McVittie, 2011).

Despite these similarities, a cross-case analysis also reveals differences in the function of microteaching as an activity system for each participant. Most notably, data indicates that each pre-service teacher possessed a specific goal for his or her teaching demonstration. Since pre-service teachers were free to choose any secondary-level focus for their lesson, neither the topics nor the goals of their activity systems were entirely similar. Prita and Tamara, for example, both derived their lesson plans from Curriculum

2013 and imagined their audience as eleventh grade students, yet their topics were not the same. Prita taught students about biography, while Tamara's lesson focused on factual reports. Adi and Ema both imagined middle school students as their audience, yet their topics differed significantly. Adi's lesson plan, derived from the KTSP curriculum, focused on building speaking skills by congratulating peers. Ema, on the other hand, derived her lesson plan from Curriculum 2013 and focused on integrative skills. With all of these differences, teacher identity construction and enactment are expected to vary across cases, which this will be elaborated further in the identity enactment section later in the chapter.

The utilization of mediating tools and artifacts in microteaching activity systems.

Given these differences in lesson topics, pre-service teachers' choices of mediating tools and tasks to be performed were not entirely similar. First, key similarities and differences can be found in participants' utilization of mediating tools. While all six pre-service teachers made use of technology-based instructional materials available in their university setting such as PowerPoint, some of them used additional technology-based teaching media. Prita, Puput, and Tamara, for example, utilized videos as examples in their lessons, yet they did not organize their teaching activities in similar ways. Prita performed classroom routines prior to introducing her lesson, while Tamara and Puput did not. In a similar fashion, Ema and Yani used video clips of songs in their teaching, but for different purposes. While Ema used a song as an introduction to the topic, Yani used hers as an example of the material and the task she asked students to perform. The different mediating tools used by participants can also be seen in their use of pedagogical

knowledge. While group work and pair work were some of the preferred pedagogical strategies used across the six cases, they functioned in slightly different ways. For example, Adi asked his peers to work in pairs to create dialogues and practice congratulating, while Ema used pair work for answering questions related to the task of describing insects. Questions and answers were another prevalent method of engaging students with the classroom tasks.

Similarities and differences also occurred in participants' use of language as a mediating tool. While all pre-service teachers shared a common conceptualization of using the target language in their teaching, not all of them used English exclusively. For instance, Ema, Tamara, and Yani used Indonesian in their teaching for different purposes. While Tamara and Yani used the language to explain difficult English words, Ema surprisingly only used Indonesian for mentioning the objectives of her lesson. The other three pre-service teachers (Adi, Prita, and Puput) used exclusively English in teaching their peers. These differences in target language use in the classroom seemed connected to pre-service teachers' confidence levels and expectations for microteaching. Tamara, for example, identified herself as having a low fluency in spoken English (Tamara, Interview 5/28/15). She used Indonesian to introduce her lesson topic and provide instruction, even though her university instructor emphasized the sole use of English in microteaching. Ema and Yani, on the other hand, might have used Indonesian based on their own judgment, as their university instructors provided flexibility in expectations for using the target language.

In addition to English and Indonesian, all pre-service teachers used Arabic for greeting students at the opening and/or closing of the lesson. While this Arabic greeting

was not related to teaching English, it represented a tradition among Muslims in Indonesia. According to one of the university instructors, Arabic was an important part of Indonesian culture. As he explained, “the greeting in other languages, like *Assalamualaikum*, I think the word *Assalamualikum* is not considered Arabic here. Just like the culture, in Indonesia the majority is Muslim. So they are accustomed to say *Assalamualaikum* as the greeting” (Mr. Untung, 6/27/16). Mr. Untung’s comment affirms that greeting in Arabic is part of the culture not only within classroom settings, but also within wider community in Indonesia.

Tensions within learning to teach in a university setting.

All six pre-service teachers experienced tensions between the subject and the rules in their activity systems. The rules, especially the time limit for teaching demonstrations, clearly affected how pre-service structured their lessons. For example, within the relatively short time period allotted for each teaching performance, most participants were not able to finish the tasks they planned. Ema, after outlining her lesson plans for four meetings, only selected one task to complete in her teaching demonstration. Prita, Tamara, and Adi turned their unfinished planned activities into homework. While Puput and Yani were able to finish the tasks they planned, they had to rush to complete them. Fortunately, their audience was made up of university peers, who had the ability to finish tasks quickly without much preparation time.

Another tension that most participants experienced occurred between the subject and the division of labor. Of the six pre-service teachers, three encountered tensions with the division of labor, particularly among their peers. Puput experienced tension with her peers, who at first were reluctant to follow her instructions. Prita, Ema, and Yani

experienced tension in their relations with their microteaching instructors, who were absent at the time of their performances. Thus, they did not receive immediate instructor feedback on their lessons. While I acted as a university instructor during these performances, the feedback I provided may have differed from the actual instructors' expectations.

Tension between mediating tools and the community occurred only in Adi's teaching performance. The low class attendance due to heavy rain seemed to contribute the tension he experienced. Focusing on speaking skills in his lesson, Adi wanted to use a pair work activity to help students practice speaking with peers. Yet as there were only four pre-service teachers present, including himself, peer work posed challenges. To cope with this tension, Adi took advantage of my offer to act as one of his students. Yet as he could not use mediating tools in the way he initially intended, apparent tensions occurred between the mediating tools and the object in his case.

As a result of the multiple tensions each pre-service teacher encountered, they were not fully able to achieve the intended goals of their instructional microteaching activity systems, which created another tension between subject and goal. These tensions also prevented the ultimate outcome of the microteaching class from being achieved. For instance, the small number of peers in attendance did not represent actual school classrooms, so pre-service teachers were not necessarily prepared for teaching large classes. Additionally, the hypothetical roles pre-service teachers occupied as students did not prepare them for teaching secondary school students. Findings across cases reveal that pre-service teachers' peers tended to be cooperative in following instructions, with the exceptions of Puput's and Tamara's classes. Most pre-service teachers did not

encounter significant challenges in dealing with peers, as they all responded to their instruction well. In Puput's and Tamara's classes, however, peer students intentionally acted as if they were high school students. They talked in Malay during pre-service teachers' instruction and were occasionally reluctant to complete required tasks. They also scolded other students who were late or not on task. While there is not enough evidence to claim that the microteaching class sizes influenced students' behavior, it is notable that Puput and Tamara's class was relatively larger than the others, with fourteen pre-service teachers in comparison to five or six for other participants.

Identity Construction and Enactment within Microteaching Classes

Pre-service teachers' construction and enactment of identity in microteaching contexts seems to fit the view that identity is socially constructed and influenced by many factors (Olsen, 2011; Varghese et al., 2005; Wenger, 1998). Findings across the six cases indicate that the enactment of pre-service teachers' identities in microteaching appears to be shaped by interrelating factors within participants' teaching contexts. Different rules, including the teacher educator's expectations and the regulations within each microteaching class, shape how pre-service teachers interact with the members of their community. The culture within the university setting and the tensions that cause conflict among different components of the activity system also shape how pre-service teachers learn to teach, in relation to how they position themselves and are in turn positioned within the community. In the following section, organized based on emerging themes from the data analysis, I discuss findings about the complexities of learning to teach in microteaching settings and how these findings relate to pre-service teachers' construction and enactment of identities.

Interrelating components within microteaching activity system and their effects in shaping the construction and enactment of pre-service teachers' identities.

As indicated in the previous section, pre-service teachers' observed methods of instruction were neither entirely similar nor entirely different. In terms of identity as a performance (Gee, 2014a), these similarities and differences relate to the particular identities pre-service teachers were constructing. For example, the similarities in teaching performances indicate that in the context of their microteaching classes, participants wanted to be recognized as particular English teachers which are acknowledged by their university instructor and their peer students. As they were educated within the same institution and potentially by the same teacher educators, participants' constructions of teacher identity appear somewhat similar as they worked to meet the expectation of the community where they taught. However, because their individual instructional activity systems were not completely identical, variations in their identity enactment occurred.

Across all six cases, teachers' construction and enactment of identities in microteaching were clearly shaped by interactions between the six components of activity system. For example, pre-service teachers taught by the same university instructors shared some similarities in their identity construction and enactment. Puput and Tamara, for example, being in the same microteaching class both used similar mediating tools such as videos and PowerPoint as instructional materials to achieve their goals within similar communities and divisions of labor. While there were some variations in how they each applied language as a mediating tool, both Puput and Tamara structured their teaching in fairly similar ways. For instance, both told their peers to act as students of a

certain grade level, and introduced the lesson straight away without performing classroom routines. Given that the teaching context and instructor were similar, both Puput and Tamara enacted similar identities as teachers, especially in the use of teaching media and in the procedure of their instruction. Both of them wanted to be identified as teachers who were able to take advantage of the available technology in teaching English to their peers. Prita and Ema, as members of the same microteaching class, also taught in similar ways. For example, they both began their lessons with classroom routines, suggesting the enactment of similar identities in the sense of wanting to be recognized as teachers. Adi and Yani, on the other hand, were members of different microteaching classes and did not share many similarities in their teaching. Within participants' microteaching instructional activity systems, it was apparent that class expectations, the availability of teaching resources as mediating tools, and the audience of the instruction influenced the identity construction and enactment of those teachers. The similarities and differences in the way pre-service teachers taught their peers within a university setting echo the idea that identity can be understood in terms of similarities to and differences with particular groups (Bucholtz & Hall, 2004; McKinlay & McVittie, 2011). Their differences in the use of teaching methods also confirm that pre-service teachers exercise agency in constructing their identities within the available resources and the constraints they encounter in a university setting, echoing the idea that identity relates to agency and structure (Bucholtz & Hall, 2004; Donato, 2017; Norton, 1997, 2017; Reeves, 2017; Varghese, 2017; Varghese et al., 2005)

Tensions within activity systems shape identity enactment.

In addition, as the interrelating factors within an activity system do not always align with each other, the tensions that teachers experienced in microteaching also provide clues about the identities they were constructing and enacting. In Tamara's case, for example, a tension emerged within the division of labor, in which her peers did not always do as she expected. This tension shaped how Tamara positioned herself and was positioned by others, as indicated in the following vignette:

Tamara began her lesson by playing a video about the process of rain. A female peer approached her as Tamara was struggling to fix the sound system that she put on the table. As soon as the sound could be heard, the students immediately watched the video. Tamara did not give any instruction. She too watched the video by standing near the front row close to the students. After the video ended, she asked students, "what was the video about?" Students kept silent. Tamara repeated her question twice, but the students still did not answer. Tamara then said "C'mon." Tata answered: "It was about the process of rain." Tamara said "yes" and repeated what Tata said, asking students to applaud her (Field notes, 5/25/15).

As shown in the vignette, Tamara was challenged by students' silent reaction to her questions. She seemed annoyed and impatient with her peers after repeating the questions three times with no response. Tamara's expression "c'mon" illustrates that she was enacting an identity as a teacher who wanted her questions to be answered, positioning herself as someone whose instruction should be followed. The silence of her peers, however, may be interpreted as positioning Tamara as powerless until Tata's

answer broke the silence. Tamara in return positioned Tata as a good student by asking the class to applaud her. This finding shows that pre-service teachers exercise their agency in constructing identities as certain kinds of teachers when they encounter challenges in teaching their peer students. This again suggests that identity is constructed when tensions occur and that agency matters in the identity shaping process, echoing identity scholars' idea that agency connected to identity construction (Bucholtz & Hall, 2004; Donato, 2017; Norton, 1997, 2017; Reeves, 2017; Varghese, 2017; Varghese et al., 2005)

Multiple identities are enacted through multiple languages.

A close examination of pre-service teachers' language use in microteaching provides additional clues to the identities participants were constructing while interacting with members of the university community, in this case teacher educators and peer students. Since the instructors were not always present during teaching demonstrations, my analysis excluded interactions between pre-service teachers and their microteaching instructors. Based on a cross-case comparison of similarities and differences in pre-service teachers' language use in microteaching activity systems, participants' identity enactment within classroom settings was manifested in multiple language uses.

At least three languages were in use in microteaching, including Arabic despite its limited use. Each language serves different functions in the construction of EFL pre-service teachers' identities. For example, as greetings are part of tradition in Indonesian contexts, the Arabic greeting can also be linked to the figured worlds that pre-service teachers have for being teachers in Indonesian contexts. Indonesian was another language observed in microteaching, although only three pre-service teachers used it in their

demonstrations. Ema utilized Indonesian solely for stating the lesson objectives, while Yani used it to provide equivalent words for difficult English terms. Tamara, however, used Indonesian for introducing the topic of her lesson, explaining a list of unfamiliar words, and providing homework instruction. Although participants used Indonesian in the classroom with relatively low frequency, this usage provides clues that some pre-service teachers still acknowledged the importance of Indonesian in ensuring that students understood their instruction. It also indicates that these teachers still identified themselves as English learners. Additionally, the use of Indonesian might be related to participants' English capabilities, as one teacher educator explained in a discussion of the use of multiple languages in microteaching:

Actually, there is no certain expectation about whether they have to use full English or not. I think that depends on the ability of the students. Some students who have quite good abilities in speaking English, they tend to use full English in the classroom. And then for those who don't have a good ability in speaking English, they tend to use a kind of 75% English, for example, 75% English, 25% Indonesian. (Mrs. Wina, Interview 7/11/16)

Mrs. Wina's comment indicates that there are multiple reasons for using different languages in microteaching, including the possibility that pre-service teachers themselves were not fully confident in their use of English.

The prevalence of English in microteaching performances can also be linked to the identities participants were constructing. While there are many possible reasons for using mostly English, pre-service teachers within this context also wanted to be recognized as competent in the language being taught, and thus capable of using English

to provide instruction. For some participants, English use also relates to their view of how the language should be taught. Ema, for example, considered English as a way of modeling for her students, believing that using exclusively English was better than mixing languages. As she argued,

In my opinion, by equipping students with English fully, they will learn more and learn faster, rather than if you mix the language between Bahasa and English. It is better for them to feel the atmosphere of English. “Oh, my teacher uses English, and I have to use English also.” So, they will.... their English will get better and better. (Ema, Interview 5/21/15)

Ema’s strategy of using English as model for her students aligned with how she wanted to be perceived. For her, being a teacher meant being a model for her students. In a similar fashion, Adi claimed, “because mm I know that students will not practice English outside. Maybe there are. Some students will practice. That’s why in around maybe 90 minutes, we have [to] maximize the use of language itself especially English. So we know that I am teaching English not *Bahasa* [[Indonesian]]” (Adi, Interview 5/25/15). Adi’s claim indicates that he used English because he was teaching English and therefore wanted to be recognized as competent in the language being taught. Additionally, it also provides clues to how pre-service teachers as both learners and teachers of English view the language in relation to wider social contexts. In Tamara’s case, for example, becoming a teacher of English is a source of pride, as she explained:

I think to be an English teacher is great, but much better than other subject[s]. Because as we know English as an international language, and we have the opportunity to learn English. So, we have the opportunity to learn about the

international or when we communicate or interact with international people. So we have the opportunity of that (Tamara, Interview 5/28/15)

As indicated in the excerpt, Tamara felt good about becoming an English teacher and believed the career would open up opportunities for her to know the world and to interact with people from different countries. This also suggests that Tamara identified strongly as an English teacher and values the use of English in her instruction. While Tamara did switch to Indonesian in her microteaching lesson in order to add emphasis to her instruction, she still used predominantly English, suggesting that she values using the target language and only used Indonesian when needed.

The use of predominantly English across the six cases also illustrates that pre-service teachers consider using the target language in interacting with students as the ideal way of teaching a foreign language. This shared common practice among pre-service teachers, including those who occasionally switched to Indonesian language indicates that they have similar understanding of how English should be learned and taught.

The positionality of pre-service teachers within microteaching contexts was also shown through their language use. In order to position themselves as teachers, all six participants called their peers “students” or explicitly told them to act as if they were high school students in a particular grade. For example, Adi, Ema, Prita, and Yani referred to their peers as “students” at the beginning of their demonstrations, while Puput and Tamara added additional roles for their peers to play. However, as the lessons went along, participants often shifted their enacted positions from teachers to friends or classmates. Tamara and Adi, for example, addressed their senior peers with additional

titles while they were acting as teachers. Adi called his senior classmate “Sir” as he praised the class for answering his question. While he might have been joking, this mode of address illustrated that Adi was positioning himself as a classmate who respected his elders. In a similar way, Tamara addressed her senior classmate as “Bang,” a colloquial term meaning “older brother,” as she called on her peers to answer a question. These respectful labels revealed that pre-service teachers in microteaching contexts were still enacting mixed identities as learners and teachers. The identity positions that pre-service teachers inhabited within a university teaching context reflects the institutional culture. The use of Arabic, for example, was part of the tradition of Muslims in this institution when addressing an audience of other Muslims. Therefore, Arabic, despite its irrelevance to English is still widely used. In the same way, Indonesian was still used within the university setting despite the overall preference for using extensive English as a language of instruction. This finding clearly shows that participants’ construction and enactment of identities in microteaching is shaped by sociocultural norms, which in this case are manifested in the prevalent use of Arabic. Additionally, as evidenced by the curriculum the participants drew upon for their lesson plans, they also wanted to be recognized as teachers who were familiar with government policy on how English should be taught and complied with those guidelines. These finding, therefore, echoes the ideas that identity is socially, culturally, and politically constructed (Borg, 2017; Varghese, 2017). Within this context, the language as marker of identity is tied to the culture and how language, in this case, English is viewed within the university setting. Additionally, this finding supports the claim that identity is the intersection between language and culture (Bucholtz & Hall,

2004, 2005) in the sense that a particular language, in this case Arabic, indicates Islamic culture, which is part of Indonesian wider society.

Identity through choice of clothing.

Clothing matters for teachers within Indonesian contexts. To be recognized as teachers, for example, both men and women must wear standard dress. T-shirts are not considered appropriate for both male and female teachers except in sports lessons. Men typically wear long pants and either long or short-sleeved shirts. Female teachers who wear head covers typically wear long-sleeved shirts and long-sleeved skirts or pants. Those who choose not to wear head covers typically wear knee-length skirt or pants and either long- or short-sleeved shirts. In school settings, teachers also have to wear uniforms on certain days. Within university contexts, in contrast, there are no strict rules for what pre-service teachers should wear. However, they are expected to dress in accordance with the guidelines of academic settings, such as avoiding sandals or tank tops for female students.

In microteaching, contrasts in the way participants dressed when they gave teaching demonstrations and when they acted as students indicates that their choice of dress was not coincidental, as illustrated across all six cases. Four of the pre-service teachers, all except Adi and Ema, dressed similarly to typical secondary school teachers for their demonstrations. This suggests that the four pre-service teachers wanted to be recognized as typical teachers in Indonesian school contexts. On the other hand, Adi and Ema who dressed casually for their demonstrations wanted to be recognized as the same people, suggesting that their teacher identity was not yet fully-developed. The enactment of identities through choice of clothing can be linked to the idea of Big-D

discourse (Gee, 2012, 2014a, 2014b), through which to be identified as a teacher, one has to talk and act as a teacher. This finding illustrates that pre-service teachers construct their identities not only through the way they talk and behave, but also through the way they dress. Findings also suggest that Adi and Ema dressed casually because they wanted to be recognized as the same person to their peers. This echoes the idea of identity as both individual and social (Clarke, 2009; Richards, 2017). Additionally, findings indicate that pre-service teachers' identities are multiple (Gee, 2000, 2012; Olsen, 2011; Reeves, 2017; Varghese, 2017) in the sense that they inhabited identity positions as students, friends, and teachers simultaneously.

Taking into account how participants constructed and enacted identities in microteaching through class activities, language use, and choice of clothing, it can be inferred that pre-service teachers construct their identities in multiple ways. Although participants had access to similar teaching resources and were educated by similar teacher educators in this context, their enacted identities were nevertheless not entirely similar. Findings from the study, however, suggest that identities are socially constructed, echoing Wenger's (1998) view of identity as "inseparable from issues of practice, community, and meaning" (p.145), and the concept of identity as an intersection between language and culture (Bucholtz & Hall, 2004, 2005). They also suggest that pre-service teachers use their agency in the construction and enactment of identity as evidenced by how they cope with tensions and appropriate the use of mediating tools. This finding echoes concepts of identity as agency and structure (Bucholtz & Hall, 2004; Donato, 2017; Norton, 1997, 2017; Reeves, 2017; Varghese, 2017; Varghese et al., 2005).

Complexities of Learning to Teach in School Settings

As the culmination of Equator University's teacher education program, student teaching plays a critical role for all pre-service teachers. Unlike in the university, where the contexts for pre-service teaching were somewhat similar, in school settings, pre-service teachers were exposed to more diverse teaching contexts. In this study, each participant was placed in a different school setting. Ema and Prita, for example, were both placed in high schools, yet their school cultures and student demographics contrasted starkly. Ema completed her student teaching at a public high school, while Prita student taught at an Islamic-based high school. The other four teachers (Adi, Puput, Tamara, and Yani) were placed in four different middle schools with important distinctions. While Adi and Puput were placed in public middle schools, Tamara was in a public Islamic-based school, and Yani was in a small private school. Along with these institutional differences, each pre-service teacher worked with different mentor teachers who possessed diverse personalities and mentoring styles. Accordingly, the complex experience of learning to teach also varied from one pre-service teacher to another, and inarguably shaped their teaching and identity enactment. In the following section, I discuss some similarities and differences in the student teaching experiences of pre-service teachers, especially in their construction and performance of identity.

Pre-service Teachers' Instructional Activity Systems in School Settings.

Viewed from an activity theory perspective, student teaching is its own activity system, within which there are goals or motives to achieve. As Leont'ev (1978) put it, "activity does not exist without a motive" (p. 62). In order to achieve their goals, pre-service teachers as subjects must work collectively with others in their community.

Central to this activity system are the interrelating components at play in order to achieve the intended goals within the activity setting. The ultimate outcome of the activity system is to make pre-service teachers into competent teachers by providing them with opportunities to practice teaching in school contexts.

Within a smaller scope, participants' teaching activities in the classroom serve as individual instructional activity systems, which share some similarities across the six cases. From an analysis of the obtained data, it can be concluded that all six pre-service teachers shared the common goal of teaching students. Yet a closer examination reveals that they also possessed similar sub-goals, including engaging students in the lessons and making sure students understood the material and followed instructions. The communities in which pre-service teachers were involved, consisting of students and cooperating teachers, also represent a similarity across participants. Additionally, in terms of the division of labor, the cooperating teachers served as mentors who worked with the pre-service teachers to ensure they were able to student teach in the classroom. The rules governing school activity systems were also similar at a general level, in the sense that these regulations and expectations shaped participants' teaching.

Despite the seemingly similar interrelated components within pre-service teachers' activity systems, a closer look at individual cases reveals that some differences existed, such as the specific rules and procedures applied within each school. For example, Adi and Ema's schools used Curriculum 2013, while the other four schools were still using KTSP curriculum. This difference in curriculum signals that participants' teaching approaches were also expected to be diverse. Additionally, the students in pre-service teachers' instructional activity systems were also diverse in their personalities and

English language abilities, factors that shaped their interactions with teachers and peers. Differences were also found in the division of labor. For example, four mentor teachers allowed pre-service teachers to observe them, while the other two did not. While one mentor teacher dictated the content and method of the pre-service teacher's lessons, the others gave participants room to improvise. These similarities and differences among pre-service teachers' case provide clues about how participants construct and enact their teacher identities, as I elaborate later in this chapter.

The utilization of mediating tools and artifacts in school settings.

In the use of mediating tools, similarities and differences were found across the six cases. In relation to technology-based teaching materials, for example, only pre-service teachers who were placed in schools with available facilities were able to continue using instructional tools as they had originally planned in microteaching. Prita, Yani and Tamara, who completed their student teaching at schools with enough available projectors, were able to utilize PowerPoint and play videos in their classes. Adi, who was placed in a school with two projectors for the entire building, only used PowerPoint occasionally. Ema and Puput did not use projectors at all, as they did not want to compete with other teachers for limited resources.

Based on their level of access to teaching technology, pre-service teachers made adjustments to their approaches. For example, Adi and Puput used a combination of paper handouts and whiteboard writing in giving instruction to their students. They also used gestures, especially when discussing the meaning of English vocabulary. Ema, on the other hand, made use of the required workbook for her classes, in addition to occasional paper handouts. While participants with access to technology did occasionally

include paper handouts as part of their mediating tools, most of them relied on electronic teaching materials. Yani, for example, used paper handouts only for listening exercises, putting the rest of her material and instructions on slide presentations. Prita and Tamara also relied on PowerPoint presentations for their activities, including reading passages and completing follow-up tasks. For Tamara, the use of technology constitutes part of what makes her an efficient teacher, as she explained:

At the first, media is very needed I think because by just show[ing] them, it makes it better. If we have to use [the]blackboard, we have to write down again, and it spent so much time, but we have PowerPoint, we just show the PowerPoint, and make it efficient with the time, and help them. For example, the use of videos and the point, point help them to understand more about the topic (Tamara, Interview 12/2/15).

Tamara's affinity for using technology in her instruction as indicated in the excerpt above, provides clues about the construction of her teacher identities. For her, using technology-based teaching media is part of being an efficient and helpful teacher.

In addition to instructional materials, the six pre-service teachers also used various forms of pedagogical knowledge in their classes. Calling on students, reading aloud, and translating English words into Indonesian occurred across all six cases. Data from classroom observations indicate that teaching the entire class simultaneously was the most common teaching method. Only Ema and Tamara incorporated pair and group activities, and they did so superficially, requiring individual students to turn in their own work. After being assigned to groups or pair work in these classes, only a few students actually worked together. Most just copied the answers from more capable students. This

use of prevalent pedagogical knowledge focusing on teaching the whole class with less interaction among students provides clues that participants in the study constructed identities as English teachers who focused on accomplishing the content of the lesson, and were less concerned with communicative approaches to teaching English.

In relation to the use of language as a mediating tool, some variations were observed across cases, which seems to be connected to institutional and wider culture. Adi, Ema, and Prita used a combination of Arabic, English, and Indonesian, while Puput and Tamara included Malay in their interaction with students. Yani, however, excluded Arabic in her student teaching. As in microteaching, Arabic was mostly used for greeting in pre-service teachers' classes, with the exceptions of Prita and Tamara. These two participants were immersed in the Islamic-based culture of their schools, in which Arabic featured prominently as a required subject and a language used commonly in signs around the building. These two schools were different from general public schools, beginning fifteen minutes earlier so that students could recite the Quran before the first lesson in the morning. In Tamara's school, students were also required to attend a prayer meeting before leaving for the day. In accordance with this tradition, Arabic expressions were often used by students and the teachers. In Prita's case, for example, she used short Arabic expressions to lead students in prayer at the beginning and end of the school day. On certain occasions, she also used Arabic to greet students and have short conversations with them. In Tamara's case, however, Arabic expressions were mostly used by students. Even though Tamara claimed that she used short Arabic phrases sometimes, as she knew little Arabic, the data from classroom observations indicates that Tamara only replied to students' greetings in Arabic. In the case of Yani, the absence of Arabic greeting could

also be linked to the community where she taught. Since none of students in her class were Muslim, Arabic was never used within classroom settings.

Unlike Arabic, which was mainly used for greeting, Indonesian and English were frequently used by participants. The percentage of language use, however, was not similar across cases. In school contexts, students' English language ability and the expectations of cooperating teachers seemed to influence pre-service teachers' choice of languages. In the schools where using the target language was emphasized and students were able to understand instruction in English, Indonesian was used sparingly. Yet in schools where content mastery was prioritized and students had a more difficult time understanding instruction in English, Indonesian was used most of the time. For example, Adi was able to use English in his student teaching, just as he had envisioned in his microteaching lesson. Perhaps, this was possible because the students at the middle school where Adi completed his practicum were competitively selected. His mentor teacher, Mrs. Endah, also felt that using English in the classroom was important. When asked if she required Adi to use certain languages, Mrs. Endah explained, "In my view, there is no problem if Adi speaks English or Indonesian, but we have to know the circumstances of the class. At that time, we are studying English, I think it is better to use English" (Mrs. Endah, Interview 6/22/16). In spite of his mentor teacher's preference for using English, Adi still occasionally used Indonesian, particularly when explaining grammatical concepts. Within the school context where Adi student taught, it was apparent that English was valued and emphasized as the language of instruction.

Puput and Yani, however, were the opposite of Adi in terms of language use. They both used exclusively Indonesian, as their students had a hard time understanding

instruction in English. Additionally, Puput and Yani's mentors did not emphasize the use of English in the classroom. While both Puput's and Yani's mentors advocated using both languages in the classroom, Puput's mentor expected her to follow the 50/50 rule for using English and Indonesian in equal portions. Yet based on observations in both Puput's and Yani's classrooms, English was used very minimally, mostly for introducing the topic and greeting students at the beginning of the lesson. The explanation was delivered exclusively in Indonesian, with each English word translated for the class. In the case of Puput and Yani, the choice of using Indonesian as the main language of instruction is linked to the school contexts and language ideologies at play. The use of Indonesian as the dominant language indicates that the schools where Puput and Yani student taught did not emphasize the use of the target language in teaching and learning English. The school culture seems to focus more on ensuring students understand the content of the lesson and are able to receive passing scores on the test, rather than on providing learners with opportunities to interact using the target language. The wide use of word-per-word translation also implies the superiority of Indonesian within the school context as a way to accommodate students' lack of English language ability. The mentors' expectation for using half English and half Indonesian was clearly not manifested in the classroom context, as Indonesian was used throughout the English lessons.

Ema, Prita and Tamara, on the other hand, were able to mix English and Indonesian. Ema, for example, explained her decision to use different languages in the following interview excerpt:

Sometimes, I tried to use both English and Indonesian. First, I used English. Then I translated the instruction into Indonesian because I had to make sure that my students understood what I said, and they could do what I instructed them to do. And then the explanation I translated again into Indonesian after I explained it in English, just to make sure that my students understood it. Because sometimes in the class most of the students seem to understand, but in reality, they just don't really understand. They don't get the point. (Ema, Interview, 11/30/15)

While Ema claimed that she used English first before translating it into Indonesian, her observed classes did not always follow this process. Instead, data revealed that Ema used primarily Indonesian with her social science students, who had lower motivation levels and English abilities, but used English and Indonesian equally in her physical science concentration class, where students were more motivated to learn and able to understand her instruction in English. Prita, on the other hand, claimed to use certain languages for certain purposes, as explained in the interview excerpt below:

For small talk when I open the class, and for the language that teachers commonly use, I will use English. But for specific or important material, I will use Indonesian or Malay, because I am afraid that they cannot catch what I mean. So sometimes when I speak English, after that I will translate (Prita, Interview 12/3/15)

In contrast with this claim, Prita appeared to code switch and code mesh back and forth between English and Indonesian, rarely using Malay. For Ema, Prita, and Tamara, their use of a mix between English and Indonesian as the languages of instruction provides clues that the schools where they completed their student teaching value both English and

Indonesian. The language choices that Ema, Prita and Tamara made indicate that they are constructing identities as English teachers who are flexible in the language use while still emphasizing the use of English as the language of interaction.

Malay, the local language sharing certain features with Indonesian, was used comparatively less often by teachers, despite its wide use among students in the classroom. While all participants except Adi claimed to use Malay with their students, data from classroom observations revealed that Ema did not used Malay in class. Prita, and Tamara used Malay to respond to individual questions while students were completing classroom tasks. Puput and Yani used Malay in combination with Indonesian in giving instruction. The use of Malay across five cases shared a similarity in participants' intent for using it, that is, to become closer with the students. Within this context, the preservice teachers were constructing and enacting identities as friendly teachers.

The use of multiple languages across all six cases, despite differences in frequency of use, provides clues to participants' identity construction and enactment as well the culture and language ideologies at play within school settings. In all settings except Yani's, the use of Arabic for greeting indicates that the school culture contributes to pre-service teachers' enactment of identities and the ways they want to be recognized as teachers in school contexts. The dominant use of Indonesian in school settings provides insights that the Indonesian language is valued more highly than English.

Tensions in student teaching instructional activity systems.

Within school contexts, pre-service teachers experienced more tension in their activity systems than they did in microteaching. All six participants encountered tensions with rules and divisions of labor. Challenges in relation to rules included the time constraints for teaching particular topics within the syllabus and classroom management. Prita, for example, shared her experience:

When I was in PPL, I think one of my weakness[es] was time management. So, maybe I am just too fast in explaining the material. So after I finish, I still have time and they have nothing to do, so maybe I just show them a video. Or maybe in another case, I am too slow in explaining because I have learned that I am too fast. But when I explain to them too slowly, I will not have time for them to do the exercise. (Prita, Discussion 1/30/15)

As indicated in the above excerpt, Prita found it challenging to manage her time during student teaching. This was also experienced by other pre-service teachers, as Ema, Puput, and Tamara ended their lessons before the bell rang. The remaining time was used for students to talk to their peers, since they were not allowed leave the classroom. In Puput's case, her mentor took over the class and asked students to sing an English song while waiting for the break.

In terms of the tension with the division of labor, all six pre-service teachers experienced tension either with students or with cooperating teachers. For Adi, Prita, Tamara, and Yani, this tension was mostly related to the students. In Ema's case, teaching a social science class with talkative and overactive students who barely paid attention was challenging. In addition to tensions with students, Ema also experienced

tensions with her cooperating teacher as part of the division of labor. Ema's mentor teacher did not allow her to conduct classroom observations at the beginning of the student teaching. As a result, Ema struggled to learn how she should teach. Tensions with a cooperating teacher was also experienced by Puput, whose mentor teacher did not want to be observed.

Another prevalent tension across cases occurred between mediating tools and the community, particularly with students. It was apparent that the mediating tools participants used did not always work as expected. The large class sizes and students' English language proficiency were some of the reasons for the emerging tensions in student teaching. Tamara, for example, who considered herself to have a very soft voice, found managing a large class with forty-two students to be challenging. This was also experienced by the other five pre-service teachers. For instance, even though Prita claimed that she only had problems with critical students who asked too many questions, observations revealed that she was not always able to manage the classroom. This was especially the case when her cooperating teacher was not present.

Another tension that most participants shared in common occurred between the subjects of the activity system and the mediating tools. Of the six pre-service teachers, three experienced challenges with using technology in their student teaching. Limited facilities were apparently one of the factors preventing pre-service teachers from using technology-based teaching materials. Ema, for example, explained that she often had to change her plan for using technology, as indicated in the interview: "when we already prepared everything like presentation or something like that but the fact that we have no

chance to use projector or something like that... it is one of the challenging part for me (Ema, Interview, 11/30/15).

In addition, students' diverse English abilities were another factor that teachers considered in using languages as mediating tools. In a focus group discussion, for example, Tamara revealed:

For me, I use English and Indonesian. Actually, at the beginning I made a rule of using 50/50 English and Indonesian, but the reality in the classroom was using more Indonesian. I was aware of what you said, that I talked very fast. There were several students who said, "what are you talking about?" when I spoke in English. They looked unmotivated. So, I gave in. I said, "alright, I will repeat it in Indonesian then." (Tamara, Focus Group Discussion, 1/30/15).

As Tamara indicated, using exclusively English in the classroom seemed impossible for her. Her use of Indonesian as the dominant language of instruction was partly triggered by the reality of the classroom, where many of her students did not understand what she was saying when she gave instructions in English.

Identity Construction and Enactment within Student Teaching Context

Based on an analysis of participants' teaching, it was clear that the process of learning to teach in school contexts is more complex than learning to teach in a university setting. Viewed through an activity theory perspective, similarities and differences in teaching occurred across cases, providing clues to how pre-service teachers positioned themselves and were positioned by others within the setting. In the schools with limited facilities, for example, participants tended to teach in traditional ways, utilizing available resources such as whiteboards, textbooks, and paper handouts. Within the situation, they

were acting as traditional teachers and attempting to be creative by using resources around them in the classroom. For those who were placed in schools with sufficient facilities, they were able to continue using technology and enacted identities as teachers who were technologically savvy and able to create interesting teaching materials.

In addition to the availability of teaching resources, pre-service teachers' enacted identities were also shaped by the rules of the schools in which they taught. As the schools' expectations, particularly those of cooperating teachers, were diverse across cases, teachers' identity enactments were also varied. For example, because Puput's cooperating teacher emphasized classroom attendance and assigning homework, Puput displayed the identity of a teacher who met the expectations of her mentor. Yani, on the other hand, was identified as less capable by her mentor teacher because she did not meet the expectation for a quiet class. Yet Yani's view of how an English class should be was different from her mentor teacher's view, so she was content with the situation. In an interview, Yani explained her sense that her mentor teacher judged her teaching performance:

Because when I taught them at my final examination, they were still noisy.

Actually, I am happy with a class like that, because they were also active and kept asking me questions. But when I talked to my mentor teacher, she said "your management class was bad." Yes. (Yani, Interview 12/3/15)

This dilemma in Yani's student teaching seemed to affect how she wanted to be perceived. For example, in the presence of her mentor teacher, Yani paid more attention to the noise level of the class. On the contrary, when her mentor teacher was not in her

class, she was more relaxed and tolerable of students' noise. This illustrates that her identity enactment was shaped by rules and expectations within the activity system.

In addition to rules, pre-service teachers' identity enactment was also clearly shaped by the community. In relation to students as community members, for example, all six participants positioned themselves as certain kinds of teachers. For students who struggled with the lesson but were also attentive, pre-service teachers often approached them in more personal ways, suggesting that they wanted to be recognized as helpful teachers. Prita, Puput, Tamara, and Yani, for example, spent more time at certain students' tables, providing additional explanation during the exercises. Adi, however, showed his care differently. For him, calling on less capable students to answer questions demonstrated that he wanted to help them better understand the material. While Adi might be identified as an intimidating teacher by less able students, he claimed that this strategy was helpful.

In similar fashion, the tensions that pre-service teachers encountered in their activity systems also shaped their identities as teachers. In terms of tensions around the division of labor, the six participants reacted differently, especially with students who were disruptive or off-task, Ema, for example, enacted an identity as a patient and perseverant teacher in her social science class. Adi and Puput, on the other hand, positioned themselves as strict and authoritative teachers when dealing with talkative students. In overcoming the tension between mediating tools and the community, in which students possessed diverse levels of English proficiency, all six participants appeared to enact identities as flexible teachers who were able to use various languages to ensure that the teaching and learning process continued. In fact, the emerging tensions

within pre-service teachers' activity systems were "the motivating force of change and development" (Engestrom, 1999, p. 381) for them, including their identities as English teachers in school contexts. This finding confirms previous research (Dang, 2013) concluding that conflicts promote learning and the negotiation of identities.

Identity enactment through language in use.

In line with the view that a person's identity is multiple, an examination of the social languages pre-service teachers used provides clues about their enacted identities. Similar to the salient themes in microteaching, the use of multiple languages emerged as one of themes in learning to teach in school contexts, despite the different frequency in the use of multiple languages.

Arabic, which was mainly used by pre-service teachers to position themselves within a larger Muslim society in microteaching, served several functions in school contexts. For Prita and Tamara, Arabic was part of the culture in their Islamic-based schools, functioning as a marker of identity for both teachers and students. Prita, who claimed to know a little Arabic, made use of the language for short conversations or occasional instructions in tandem with English, in order to show students her facility with multiple languages. For Yani, however, her identity as a Muslim was not illustrated through the use of Arabic, as none of her students was Muslim. For the other three pre-service teachers (Adi, Ema, and Puput), Arabic was used for positioning themselves within a larger Muslim community and addressing a Muslim student majority, since they only employed the language for greeting.

The use of Indonesian, which was prevalent in school contexts, provides clues to the identities that pre-service teachers enacted in classroom settings. While all six

participants claimed that they used Indonesian to ensure students understood their instructions, findings across cases indicate that the use of Indonesian served an identity marker for pre-service teachers. For example, once the English period ended, none of the pre-service teachers talked in English with their students—not even Adi, who strongly identified himself as an English teacher. Within this context, interacting in Indonesian could be an aspect of national identity that strengthened the bond between pre-service teachers and their students.

English, however, was also used as part of identity enactment. As practicing English teachers, all six participants wanted to be recognized as knowledgeable in the language being taught. In Puput's and Yani's classes, although they predominantly used Indonesian, the teachers still occasionally employed English for greeting students and naming the topic of the lesson. In addition, speaking in English also served as a model for students. As Adi explained, "I know that students will not practice English outside. Maybe there are some students who will practice. That's why in around maybe ninety minutes, we have to maximize the use of language itself, especially English. So, we know that I am teaching English, not *Bahasa* [[Indonesian]]" (Adi, Interview 5/25/15).

Malay was also used as an aspect of identity enactment for some pre-service teachers. While all six participants spoke Malay in their daily interactions, only Puput and Yani used a combination of Indonesian and Malay in their instruction, and Prita and Tamara used Malay only when talking to students in person. Adi and Ema, however, did not appear to use Malay in their teaching. These diverse ways of using the local language can also be connected to pre-service teachers' identity enactment. For most of the participants (Ema, Prita, Puput, Tamara, and Yani), Malay was as a way to develop

closeness with students, suggesting that they were enacting an identity as friends. For Adi, who appeared to distance himself from his students, the absence of Malay might indicate that he did not want to be recognized as friendly.

While the frequency of multiple language use was not uniformly similar from one participant to another, it was apparent that language use was part of identity enactment in the study. In the focus group discussion, pre-service teachers revealed that multiple languages served different purposes in their teaching and functioned as identity markers. Prita, for example, explained:

[Where I had student teaching] several languages were at play. Indonesian, English, Arab, and Malay. I used Arabic, for example, for adjusting myself to [students] and for showing them that we are English teachers who not only know English, but also other languages. So, I hope it can open their mind that if they want to excel in this era, it is not enough to know one language only, for example Indonesian or English only. Knowing other languages is important, too. My reason for using Malay was only to get close to them. (Prita, Discussion 1/30/16)

As indicated in excerpt above, Prita's use of languages was related to her enactment of identity. As an English teacher in an Islamic-based high school, she wanted to be recognized as a teacher with multiple language capabilities whom students could view as a role model. This finding echoes the idea that identity is socially, culturally, and politically constructed (Borg, 2017; Varghese, 2017), affirming that language as marker of identity, in this case English is tied to culture and perception within each school setting. Additionally, the finding relates to the idea that identity represents the intersection between language and culture (Bucholtz & Hall, 2004, 2005) in the sense

that a particular language, in this case Arabic indexes Islamic culture which is part of school culture in Prita' and Tamara's cases. For other participants, Arabic is related to wider Indonesian society. In the case of Indonesian as the main language of instruction, it can be linked to the national identity as the official language used in education and public service. The use of Malay, however, is connected to local identity but is not highly recommended as the language of instruction, suggesting that Malay is not as important as Indonesian and English.

Identity enactment through physical appearance.

Findings across cases illustrate that all six pre-service teachers were aware of the dress code within school settings. Unlike in microteaching, each participant wore appropriate dress during student teaching. Adi and Ema, for instance, followed school expectations for teachers' appearance, despite dressing more casually in the university setting. Adi, wore loose dark-colored pants and a collared Batik shirt at school, as well as paying attention to his hair and appearance. The female pre-service teachers all wore either long skirts or pants combined with long-sleeved shirts and head covers.

Looking across cases, it can be inferred that participants' identities were manifested in multiple ways. This finding echoes Gee's (2014b) idea of identity as a performance, in which "to enact identities people have to talk the right talk, walk the right walk, behave as if they believe and value the right things, and wear the right things at the right time and right place" (Gee, 2014b, p. 24). As the findings show, all six pre-service teachers acted in ways they considered appropriate within the contexts of the schools where they were placed. In dealing with students, they made adjustments in order

to be recognized as certain kinds of English teachers, as well as dressing appropriately, which contributed to their enactment of identity.

The Evolution of Pre-service Teachers' Identities

Cross-case findings indicate that the identities of pre-service teachers evolve as they learn to teach in different settings, which confirms previous research claims that identity is dynamic and constantly changing (Beauchamp & Thomas, 2009; Miller, 2009; Olsen, 2011; Reeves, 2017; Varghese et al., 2005). This finding also confirms previous research related to English teachers' identity in Indonesian contexts in the sense that teacher identity is fluid and changing (Basalama, 2010). Central to the evolution of teachers' identity is the role of contexts and their interrelating components. As discussed in the previous section, the complexities of learning to teach and the challenges participants experienced in their teaching contexts shape the enactment of their identities. Some of the pre-service teachers' identities enacted within university settings were also enacted in classroom settings when the student teaching context was aligned with the microteaching context. Nevertheless, pre-service teachers adjusted themselves to school settings and often created new identities for these contexts. This finding confirms previous research concluding that contexts play an important role in identity construction (Flores & Day, 2006).

In line with the evolution of identity enactment across both practicum settings, findings across cases also indicated that pre-service teachers' conceptualizations of their self-image or "claimed identity" (Varghese et al., 2005, p. 23) also evolved as they finished their student teaching. In microteaching, for example, participants' identities as teachers were not as clear as after they completed student teaching. Table 5.1 illustrated

how pre-service teachers viewed themselves as teachers during their microteaching classes as stated in their own words:

Table 5.1

Pre-service teachers' views of their identity as teachers in Microteaching classes

Pseudonym	Participants' view of their identity as English teachers
Adi	"I am not sure about my identity as an English teacher."
Ema	"As an English teacher candidate, I think I have to learn more, but now I already can feel like a teacher as I start to teach my friends as the students and with my lecturer as the mentor. But I can feel that I am a teacher already."
Prita	"Not good enough, my English is not sufficient yet. The way I interact with my students, I think maybe today I might be good enough, but because of my mood, for example tomorrow, I will get mad easily sometimes."
Puput	"I am not really sure about my teaching performance, because actually I don't want to be a teacher."
Tamara	"I think my English, especially speaking, is still not really good, but there is improvement of my English."
Yani	"I already try to teach my students, and I feel confident that I can be a teacher."

As indicated in Table 5.1, participants' views of themselves as teachers varied. Adi and Puput were still not sure about their identity as teachers. Prita and Tamara characterized themselves as lacking in confidence and language ability, suggesting that language competence is important for English teachers. Ema and Yani viewed themselves as confident teachers as a result of past experience, suggesting strong identification as teachers.

All six participants' personal backgrounds, including their reasons for entering the teacher education program, their initial interest in teaching, and their prior experience, indicate a connection to their self-identification as teachers. For example, Adi and Puput,

who seemed to be struggling to identify as teachers, began the program without any intention of teaching. They both became more serious about the profession in their second year of the program and possessed less than two years of teaching experience at outside schools. While Ema also did not plan to become a teacher until her second year in the program, she had been teaching elementary students for two and a half years prior to her microteaching class. Her identification as a teacher was strong, even though she still considered herself a teacher learner. Tamara, Yani, and Prita, who began the program with the intention of becoming teachers, acquired this aspiration in high school and possessed more than two years of teaching experience at outside schools. They thus viewed themselves as teachers, despite their difference in confidence levels. This finding echoes Olsen's (2008) claim that teacher identity is "dynamic holistic interaction with multiple parts" (p.25). Overall, findings from this study clearly illustrate that multiple factors shape the development of pre-service teachers' identities.

The dynamicity of participants' identity in the study was also demonstrated upon the completion of their student teaching. After this experience, in contrast with microteaching, pre-service teachers' views of the kinds of English teachers they wanted to be were more apparent, as shown in Table 5.2:

Table 5.2

Pre-service Teachers' Views of Ideal Teaching Selves after Student Teaching

Pseudonym	Kinds of teacher the participants want to be
Adi	"Enthusiastic in teaching, energetic, being facilitator, entertainer, educator who can make them learn something".
Ema	"Being an English course teacher who can develop more strategies and techniques in teaching, being able to personalized curriculum."
Prita	"Being a teacher who can educate the students not only in terms of their knowledge, but also their social skills, their behavior, and their spirituality."
Puput	"Friendly, creative, kind to the students, and explicit English teacher."
Tamara	"Being [a] motivator, inspiring teacher, being really close to the students who can be a friend and also can be the tutor."
Yani	"A wise teacher, but friendly as well."

As indicated in Table 5.2, pre-service teachers' views of their ideal teaching selves also varied. Compared to their self-perceptions in microteaching, their projections of their identities as future teachers were more complex and more transparent. This indicates that their student teaching experience helped transform them from learners to teachers. These findings confirm previous research claiming that student teaching shapes the identity of pre-service teachers (Afrianto, 2015; Beauchamp & Thomas, 2009; Izadinia, 2013; Kuswandono, 2013).

Student teaching and its effects on identity development.

Cross-case analysis further reveals that the complexities and challenges participants encountered during their student teaching experience shapes their views about what it means to be a teacher in Indonesian school contexts. Four emerging themes seemed to contribute to the evolution of pre-service teachers' identities in school contexts. The first theme is socialization with others, an important aspect of participants'

learning in school settings. While the pre-service teachers in the study did socialize with their peers and university instructors in microteaching, by interacting with different people in school settings, they learned how to be teachers in real contexts. This experience contributed to changes in their self-perceptions. After participants completed their student teaching, they acquired the view that being a teacher is about the ability to build relationships with students, friends, other teachers, and school personnel.

The second emerging theme contributing to pre-service teachers' development of identity is the experience of managing a classroom. As all six participants experienced challenges in classroom management, their conception of effective teachers changed from mastering content to being able to deal with students. Adi, for example, explained that "Managing the classroom is more important than the material that I present. So for example, I can present very good material in my lesson plan, but the students do not pay attention to me. It seemed useless" (Adi, Interview 12/3/15). Prita, in the same way, prioritized being able to manage the classroom. Yet as she noted, "when I was in college, I didn't think about how to manage the classroom, especially in a big class. When I was in microteaching, we only handled a small classroom. That's a new thing to learn in my teaching practice" (Prita, Discussion 1/30/16). Adi's and Prita's comments on the importance of dealing with students indicate that what they learned in student teaching contributed to the evolution of their identity as teachers.

Another emerging theme among pre-service teachers' identities is accommodating students' language abilities. Participants' experiences with students of different ability levels helped shape their views on the importance of using multiple languages in order to ensure students understood their instruction. Although in microteaching, all six pre-

service teachers prioritized target language use in the classroom, their student teaching experiences revealed the importance of using the language that both students and teachers understood. They thus learned that being a teacher in a multilingual context means being able to switch from one language to another.

The last emerging theme is adjusting to school facilities. As not all pre-service teachers were placed in schools with adequate facilities to support the teaching and learning process, some of them found alternative methods for delivering the material, leading them to exercise creativity in making use of available resources around them. This experience seemed to contribute to participants' identity development, since teaching requires flexibility in adjusting to a particular school environment.

Final Thoughts on the Cross-case Analysis

Looking across the complexities of learning to teach and the tensions all the six pre-service teachers encountered in both microteaching and student teaching contexts, it can be inferred that activity theory is helpful in explicating how contexts and their interrelating components shape the identity construction and development of the participants. This supports previous scholarship related to the use of activity theory for researching teacher identity (Dang, 2013; He & Lin, 2013; Luebbbers, 2010). Through an activity theory framework, findings clearly illustrate a disconnect between university and school expectations, thus confirming previous research in the literature (Grossman et al., 1999; He & Lin, 2013, Luebbbers, 2010, Smagorinsky et al., 2004). Similarly, findings also suggest that discourse analysis is helpful for understanding how pre-service teachers position themselves in interacting with others in each teaching context. This also supports

previous research related to teacher identity in connection with language use (Kayi-Adar, 2015; Vetter et al., 2013)

After considering participants' enacted and claimed identities within each teaching practicum, it can be surmised that the identity development of pre-service EFL teachers is shaped by the interrelating factors and challenges they encountered in each teaching context, as well as by their personal background and the wider culture surrounding them. As evidenced across cases, findings suggest that pre-service teachers' identities are multiple, echoing the concept of identity as multiple (Gee, 2000, 2012; Olsen, 2011; Reeves, 2017; Varghese, 2017). A strength of pre-service teachers' identities as Indonesians, however, is their adaptation of different languages in the moment to address students' language use through their target language. This finding also supports previous arguments that the process of becoming a teacher and constructing identities is complex (Afrianto, 2015; Clarke, 2008; Kuswandono, 2013). Overall findings suggest that the identities of teachers in the making are socially constructed, fluid, and constantly changing.

Based on the cross-case findings and analyses presented in the preceding sections, I argue that interrelating components are at play in the construction and evolution of pre-service teachers as they learn to teach in two settings, as illustrated in Figure 5.1.

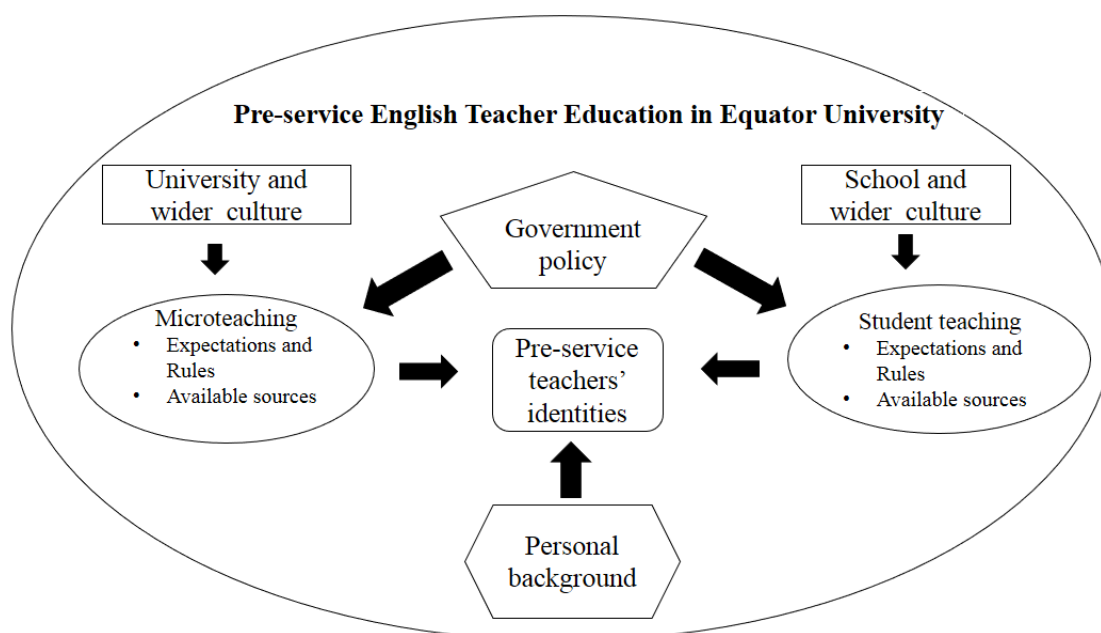


Figure 5.1. Interrelating factors shaping the construction and evolution of pre-service teachers' identities

As Figure 5.1 illustrates, the construction and the development of pre-service teachers' identities within pre-service English teacher education in Equator University are influenced by multiples factors. Central to the enactment of identities within microteaching and student teaching is the role of the teaching context and pre-service teachers' personal background. Yet, as government policy related to language ideologies and the wider sociocultural culture influence how English should be learned and taught within microteaching and student teaching contexts, they also shape how pre-service teachers construct and enact identities in each teaching context. Ultimately, it can be predicted that pre-service teachers' identities will undergo changes in accordance with the affecting factors in their contexts.

Taking into account the factors influencing identity construction and development, findings across cases (summarized in figure 5.1) indicate a theoretical contribution to the field of Teaching English to Speakers of Other Languages (TESOL). In a multilingual country such as Indonesia, the teaching and learning of English is regulated by government policy related to language ideologies and methods for English should be learned and taught. The Indonesian government plays a significant role in placing English as the most prestigious foreign language by mandating is as a compulsory subject in secondary education and by establishing a required centralized curriculum. This government policy accordingly influences how EFL pre-service teachers learn to teach in both university and school contexts. Additionally, institutional and wider sociocultural norms in both settings also influence how pre-service teachers learn to teach, which contributes to their identity construction and enactment. Therefore, it can be concluded that the teaching and identity development of TESOL teachers in multilingual, non-English-speaking countries are shaped by institutional and wider sociocultural norms, as well as by government policy related to language ideologies.

CHAPTER 6

CONCLUSION

This study examines EFL pre-service teachers' identity development as they learn to teach in university and school settings in an Indonesian university teacher education program. While the findings indicate the existence of mismatches between universities and schools in terms of language ideologies, the available resources and the practice of English language teaching, they also illustrate how each teaching context and its complexities shaped participants' teacher identities. Findings also revealed changes in pre-service teachers' self-conceptualizations as they completed their teaching practica. This chapter reviews the main components of the study and offers conclusion drawn from the findings in Chapters 4 and 5. At the end of the chapter, implications for policymakers, teacher educators, and researchers are highlighted.

As introduced in the first chapter, the main research question shaping this study asked:

How do microteaching and student teaching experiences influence the development of teacher identities among pre-service EFL teachers in an Indonesian teacher education context? More specifically, my study sought to answer the following sub-questions:

1. How do EFL pre-service teachers learn to teach through microteaching and student teaching practica?
 - a. What tools do they utilize in each context?
 - b. What tensions do they encounter in the process of learning to teach in different settings?

2. How do EFL pre-service teachers position themselves and become positioned by others in their interactions with both their microteaching peers and classroom students?
 - a. What social languages do the teachers use to position themselves in relation to their students?
 - b. How do the teachers want to be perceived or positioned by others?
3. How do EFL pre-service teachers' identities evolve as they learn to teach in university and school contexts?

The first three chapters laid the foundation of the study. Chapter one covered the study's background, purpose, and significance. Chapter two reviewed literature related to the study's focus, including the multidimensionality and complexity of defining teacher identities, previous research on identity and pre-service teachers, and approaches for researching language teacher identity. It also outlined the theoretical framework that guided the study, a combination of sociocultural theory incorporating the third generation of activity theory and positioning theory. Chapter three outlined the study methodology, including a rationale for the qualitative case study design, various data collection methods, data analysis, and methods for ensuring study reliability and credibility. Chapter four described findings from the in-case analysis, in which individual participants' experiences of learning to teach in two teaching practicum settings were described. In Chapter five, findings from a cross-case analysis were presented in order to illustrate commonalities and differences among the six cases. To conclude, this chapter situates study findings within relevant literature and presents broader claims related to EFL pre-service teachers in a multilingual setting develop their teacher identity.

As my research methodology employed a qualitative multi-case study design, several forms of data collection were used. While classroom observations and in-depth interviews with each participant were the primary data sources, individual interviews with pre-service teachers' university instructors and mentor teachers, along with document and artifact analysis of teachers' classroom materials, served as supplementary sources for corroborating and providing further triangulation of the data. The thoroughness of this data collection further validated study interpretations, which were created through thematically comparing and contrasting the data and discursively analyzing each individual case's language in order to study how teacher identity is enacted in multiple ways.

Summary of findings

The overall findings of the study revealed that learning to teach is complex process and that university and school expectations are not always aligned with each other. Commonalities and differences among the six participants in their methods of coping with tensions they faced in each teaching context and their enactment of teacher identities indicate that participants' identity construction and development is both an individual and social process. A closer examination of each individual pre-service teacher's experience, however, provides insights about the evolution of participants' identities as they completed their two teaching practica.

Adi, who had a dream of becoming a doctor when he was in high school, began his program without any intention to be a teacher. With his main goal being to finish his study as quickly as possible, he excelled in his work and was able to complete all the required subjects and teaching practica on time. In his fourth semester, feeling

intimidated by the upcoming teaching practica, Adi applied to teach a private English course. Yet, by the time he enrolled in microteaching in his sixth semester, he was still unsure about his teacher identity. Within the university setting, his identity enactment was still a mix between being a student and being a teacher. In school settings, however, Adi adjusted his performance to act as a typical teacher in Indonesian contexts, manifested in the way he dressed and acted in the classroom. In dealing with his students, Adi positioned himself as an authoritative and caring teacher who paid attention to the class's ability to understand his lessons. Identifying himself as a developing future English teacher, Adi prioritized using the target language in his classroom. However, as he student taught in a middle school with diverse student language abilities, he became more flexible with his language use. He not only used English, but also code switched and code mixed with Indonesian, the national language both he and his students shared. Upon the completion of his student teaching, Adi was still unsure whether he wanted to be a teacher. Nevertheless, his conceptualization of what made a good teacher in Indonesian school contexts evolved from mastering the lesson and accommodating students' needs to include being creative in the classroom.

Ema, who entered her teacher education program because of her family's interest, did not have any intention to become a teacher at the beginning of her study. In spite of this, she prepared herself for the profession by teaching elementary school students beginning in her first semester. Ema's interest in teaching began as she started taking courses related to curriculum development in her second year. By her microteaching class in the sixth semester, she was confident about becoming a teacher, as manifested in her teaching demonstration. She positioned herself as a teacher from the beginning of lesson

by calling her peers “students” and using English predominantly. As she began student teaching in a high school with limited facilities, however, Ema adjusted to the school situation, using only paper handouts and a workbook as her teaching media. Her enacted identity as a teacher also varied depending on the students she taught. In dealing with students whose language abilities and behaviors were not as she expected, Ema enacted an identity as an inexperienced teacher who focused more on completing the lesson than engaging students in learning. This might be because she was often being positioned as powerless by her students. On the contrary, with students who were more motivated to learn, Ema increasingly focused on engagement and used additional English in her instruction. Upon the completion of her student teaching, Ema’s conceptualization of an effective teacher changed from being a role model to being patient and able to handle the class.

Prita, having a strong desire to become a teacher at the beginning of her study, followed this career path by joining campus organizations and teaching a private English course, as well as tutoring elementary students in her home soon after she began her study. By the time she enrolled in microteaching in her sixth semester, she was confident in teaching her peers and identified as a teacher, illustrated by her exclusive use of English in her instruction and her appearance as a typical English teacher in secondary school contexts. Despite positioning herself as a teacher to her peers, however, Prita’s enacted identities were still a mix between a student and a teacher in microteaching. In student teaching, her identity as a teacher was nurtured and developed. Being placed in an Islamic-based public high school with adequate facilities to support her teaching, Prita was able to utilize the same learning resources she acquired in microteaching. Similarly,

some aspects of her identity remained aligned with the identity she enacted in her microteaching class. For example, in both microteaching and student teaching, Prita wanted to be recognized as a teacher who complied with school rules, acted as a friend to her students, and was knowledgeable and confident. In student teaching, she became more flexible with her language use and adjusted to students' language abilities by using Indonesian more frequently with students in lower grade levels. Upon the completion of her student teaching, Prita's conceptualization of an effective English teacher did not change significantly. She still considered having a good relationship with students as an important part of being a teacher. However, she projected herself as being a future teacher who could educate her students not only in terms of their knowledge, but also their social skills and spiritual development.

Puput, who entered the English teacher education program because of her love of English, did not intend to become a teacher at the beginning of her study. She simply followed the requirements of the program, in addition to teaching a private English course beginning in her second semester. She began to consider a teaching career more seriously in her third semester, when she took courses related to English language teaching. When she enrolled in microteaching in her sixth semester, Puput was still unsure about her teaching ability, merely doing what was expected of her. In her classroom demonstration, however, she made it clear that she wanted to be identified as a typical English secondary school teacher. She dressed in accordance with school rules and acted as if she were an authentic teacher to her peers. At the beginning of the lesson, Puput explicitly told her peers to act as if they were tenth graders and called them her students, positioning herself as a teacher. She was also wanted to be recognized as a

knowledgeable and confident teacher by using English exclusively in her instruction. In student teaching, however, Puput made adjustments to the school setting and her mentor teacher's expectations. Being placed in a middle school with limited teaching resources and students with limited English proficiency, Puput became more flexible in her use of languages in the classroom. While she predominantly used Indonesian to ensure students understood her lessons, she also occasionally code switched and code mixed between Indonesian, Malay, and English in giving instruction. Unlike in microteaching, where she demonstrated confidence in using exclusively English and electronic teaching media, in secondary schools Puput became a more traditional teacher by relying on paper handouts and a whiteboard as her instructional materials and emphasizing content mastery. While she still enacted an identity as a friendly English teacher, the same persona to which she aspired in microteaching, in school settings Puput became stricter with students who were not on task, positioning herself as a teacher concerned with students' behavior and learning. Upon the completion of her student teaching, Puput projected herself as a future teacher who would be friendly, creative, explicit, and kind to her students.

Tamara, who entered the English teacher education program because of her family's interest, started her studies with a strong intention to become a teacher and immediately began teaching elementary and middle school students in her home. By the time she enrolled in microteaching in her sixth semester, Tamara demonstrated confidence in the way she dressed and taught her peers, indicating that within this context she wanted to be recognized as a typical secondary school teacher. At the beginning of her lesson, Tamara explicitly asked her peers to act as eleventh graders and called them her students. Despite her mixed role as a teacher and student, Tamara enacted an identity

as an authoritative and knowledgeable teacher in microteaching, as shown by her persistent efforts to ensure certain students completed the required tasks. In student teaching, however, Tamara made adjustments to her teaching. Being placed in an Islamic-based public middle school with adequate teaching resources, Tamara was able to utilize the same teaching materials she did in microteaching. Since her students were diverse in their English abilities and behavior, however, she did make some adjustments. For example, Tamara became more flexible in her language use and more concerned with students' learning and moral development. In dealing with students who were talkative and off task, Tamara used various methods to regain their attention. When she encountered students who did not behave appropriately, she reminded them about proper classroom behavior and the moral requirements of wider society. Despite the fact that she was often positioned as powerless in the classroom, Tamara's teacher identity became stronger throughout the study. Upon the completion of her student teaching, Tamara claimed that she was more confident and ready to be a teacher. She also projected herself as a future English teacher who would motivate and inspire her students in addition to being close to them.

Yani, who entered the teacher education program because of her father's interest, started her study with the intention to become a teacher. She began tutoring elementary students in her home shortly after beginning her teacher education program. By the time she took microteaching in her sixth semester, Yani identified herself as a confident teacher, as shown in her dress and teaching style. She dressed formally, performed classroom routines similar to a typical secondary school teacher, and taught her peers in English for the entire lesson, except for vocabulary exercises. Yani's teacher identity was

also nurtured through her student teaching. Because she was placed in a small private middle school with students whose behavior and English abilities were diverse, however, Yani was not able to continue using English in her instruction, a goal to which she had initially aspired. In student teaching, Yani mostly used Indonesian and translated every English word in order to ensure students' understanding. Her enacted identities also varied depending on the lesson and students' behavior. When dealing with talkative and noisy students, for instance, Tamara enacted an identity as an authoritative and explicit teacher who wanted students to listen and follow her instruction. In teaching grammar, she enacted an identity as teacher who valued rote learning and translation methods. Upon the completion of her student teaching, Yani envisioned herself as a wise and friendly future English teacher who would not only teach the language, but also guide her students.

Taking into account the individual pre-service teachers' experiences, their identity enactment, and findings within and across cases from previous chapters, several assertions can be made related to EFL pre-service teachers' identity development in the current study.

EFL pre-service teachers' identity is context dependent.

Findings across all six cases illustrate that participants' experiences learning to teach in two practica were not entirely similar. Since significant differences existed between learning to teach in university and school contexts, the enactment of pre-service teachers' identities was also shaped by each teaching context. In their microteaching class demonstrations, participants enacted identities as teachers and friends to their peers. Yet

as they transitioned to teaching in school contexts, they enacted identities that complied with school rules and positioned themselves as teachers of their students.

EFL pre-service teachers' identity is constructed and developed in relation to interrelating factors in each teaching context.

Findings across cases indicate that the identities pre-service teachers enacted in each teaching context were related to the interrelating factors at play within that context. Viewed from an activity theory perspective, pre-service teachers used mediating tools available to them in their community in order to achieve their goals. In so doing, pre-service teachers were guided by the rules of each activity system while interacting with interrelating community members as part of the division of labor. As indicated in the cross-case findings, in microteaching pre-service teachers did not enact identities similarly to one another, even though they had similar access to teaching resources. The different rules and expectations in each microteaching class apparently shaped participants' teaching methods and enacted identities. As shown in the findings, among pre-service teachers who belonged to the same class and were guided by the same university instructor, their ways of teaching and classroom identity enactment were somewhat alike. In similar fashion, the rules, expectations, and availability of mediating tools in school contexts shaped the ways pre-service teachers taught and enacted their identities. Across both teaching practica, participants' teaching methods were shaped by the availability of resources and the expectations in each teaching context. The differences and similarities within both teaching practicum settings ultimately shaped teachers' enacted identities in the classroom.

EFL pre-service teachers' identities evolve as they encounter tensions within each teaching context.

In addition to interrelating factors, the tensions participants encountered in each teaching context also shaped their enactment of teacher identity. Even in microteaching, in which tensions were not as numerous as in student teaching, it was still clear that pre-service teachers positioned themselves in certain ways in reaction to the challenges they faced. For example, when Tamara's peers were reluctant to answer questions during her microteaching demonstration, she repeated herself several times and urged the audience to answer her, positioning herself as an impatient and authoritative teacher figure in front of her peers. In similar ways, the various tensions participants encountered in student teaching shaped their identities, which were manifested in how they positioned themselves in front of their students and how students positioned them. Across the cases, it was apparent that every pre-service teacher experienced challenges in student teaching, which affected their ways of teaching and ultimately their positionality in relation to students. Moreover, since the activity systems in university and school settings were mostly not aligned with each other, tensions emerged not only between interrelating factors within the activity system in each teaching context, but also between university and school contexts. This seemed to affect how pre-service teachers projected themselves as certain kinds of teachers in their future careers.

EFL pre-service teachers enacted multiple identities through multiple languages.

Findings across cases clearly indicate the important role of multiple languages in learning to teach, especially in school settings. Since all six pre-service teachers used

multiple languages in their teaching activities, this suggests that their identities were enacted in multiple ways. While the intensity of language use was not similar from one pre-service teacher to another, cross-case findings indicate that each language served a different function and thus reflected the identity being enacted. For example, while in Islamic-based schools Arabic was part of school culture and used in tandem with other languages, in non-Islamic-based schools Arabic was mostly used for greeting, both in microteaching and student teaching contexts. This suggests that Arabic was used by pre-service teachers to position themselves as part of a wider Muslim society. The use of English as the dominant language of instruction in microteaching further suggests that participants were enacting identities as competent teachers in the language they were teaching, in addition to fulfilling the requirements of their microteaching class.

Indonesian and Malay, which were primarily used in student teaching, can also be linked to pre-service teachers' alignment with their students, and their concern for ensuring students understood their instruction.

The evolution of pre-service teacher identity follows a particular trajectory.

Findings across cases indicate that participants' identities as English teachers evolved in a particular direction as they completed teaching practica in both university and school settings. While in microteaching, the participants tended to enact identities as regimented, less authoritative, technology-minded teachers, they became more creative, authoritative, flexible and patient in dealing with students. Evolution also occurred in how they view themselves as future teachers. Unlike in microteaching, where participants' self-perceptions ranged from uncertainty to confidence, their conceptualizations of who they

wanted to be as future teachers became more specific and more apparent as they completed their two teaching practica.

EFL pre-service teachers' identity is not fixed and is constantly under construction.

The findings across both teaching practica indicate that pre-service teachers enacted their identities in multiple ways and in response to their surroundings. Even within the same classroom, the same pre-service teacher constructed and enacted his or her identity in many forms. For example, the way pre-service teachers dealt with talkative students was not necessarily the same from one occasion to another, suggesting that participants' identities are multiple. Participants' identities were also enacted in the way they dressed and their treatment of students through verbal and non-verbal expressions. This suggests that the identity of EFL pre-service teachers is constantly under construction, fluid, and multiple.

Overall, the findings of the study indicate that EFL pre-service teachers share similarities and differences in their enactment of identity as teachers. While in microteaching participants' enacted identities as EFL teachers shared some commonalities, such as their teaching style and positioning in relation to their peers, their enacted identities in student teaching varied from one another. This finding echoes Olsen's (2008) conceptualization, that teacher identity is constructed in relation to many interrelating components, such as reason for entry, teacher education experience, current teaching context, career plan, and prior personal experience (p. 25). The findings of the current study indicate that individual EFL pre-service teachers' identities are unique and negotiable depending on many factors, including teaching context, institutional culture,

and language ideologies. This confirms previous findings that context plays an important role in the construction of identity (Flores & Day, 2006), and that identity is socially, culturally, and politically constructed (Borg, 2017).

Implications of the Study

As the findings of this study provide evidence that the identity construction and development of each EFL pre-service teacher is unique and shaped by interrelating factors in each teaching context, some implications are worth considering.

First, this study reveals that a disconnect exists between school and university expectations in regard to what pre-service teachers should do in the classroom, how English should be learned, and the availability of teaching resources. As the findings indicate a difference in expectations for effective English teaching between university and school settings in terms of how English is learned and viewed, teacher education programs should improve their efforts to bridge the gap between university and school partnerships, for example by changing the policies for school-based teaching practica and by having shared articulated understanding of effective language instruction. Strengthening overall communication between university and school personnel can be another way to bridge the gap between university and secondary school expectations.

Second, the study indicates that pre-service teachers' identities were not yet clearly articulated in their microteaching class. This suggests the need for teacher educators to provide pre-service teachers with opportunities to reflect on who they are and who they want to be as future teachers, in order to make them aware that becoming a teacher does not merely include knowing the content and how to teach it. This might be done by including topics related to teacher self-development in the program curriculum

and by empowering pre-service teachers to conduct critical reflection about who they are and want to be in the classroom. Teacher educators might also pay more specific attention to how pre-service teachers develop professionally. For example, microteaching class instructors might require pre-service teachers to reflect on their teaching demonstrations and enacted identities while teaching. This could be done through video recording pre-service teachers' microteaching performances, and asking them to conduct a self-analysis. This goal could also be achieved through other means of reflective practice, such as assigning additional critical reflection activities and providing workshops and discussions promoting the individual development of pre-service teachers.

Lastly, the study suggests that greater involvement of teacher educators in pre-service teachers' student teaching experience is crucial in order to bridge the gap between university and school expectations. The current study reveals that university supervisors were only required to conduct one school visit during each participant's semester of student teaching. As a result of this single visit and an overall lack of involvement in the process of student teaching, university supervisors may miss opportunities to help pre-service teachers grow professionally. In addition, supervisors may also be missing up-to-date information regarding the needs and expectations of the schools, which could influence the ways they teach pre-service teachers within university contexts.

In the practical level, the findings also suggest some implications for the improvement of microteaching and student teaching. First, as the findings reveal that multiple languages are beneficial in accommodating students' diverse English language abilities in school settings, there is a need for more open discussion about when to use different languages, rather than focusing solely on the use of the target language as the

language of instruction within microteaching. In addition, since the findings indicate that pre-service teachers encountered challenges with classroom management in their school-based teaching practicum, as well as challenges in applying desired mediating tools within their small microteaching class size, larger microteaching classes are also necessary in order for pre-service teachers to practice teaching a realistic class and using appropriate teaching techniques. Similarly, student teaching can be improved by incorporating more effective supervision from both cooperating teachers and university supervisors. As the findings indicate differences in the ways cooperating teachers mentor pre-service teachers, as well as a lack of visitations from university supervisors, there is a need for a mutual understanding of how supervision should be conducting by cooperating teachers and university instructors.

Limitations of the Study

Despite its usefulness in shedding light on the development of EFL pre-service teachers' identity in a multilingual setting, this study has four major limitations. The first is related to the short period of fieldwork time in each teaching practicum context. With only one to four classroom observations in each microteaching class, and three to five classroom observations in student teaching contexts, the findings may not capture the entire important process of pre-service teachers' identity development. Moreover, since classroom observations in both university and school setting were conducted during the last month of the pre-service teachers' teaching practica, pre-service teachers' process of growth and their enacted identities at the beginning of their practica were not thoroughly captured.

Another major limitation is that this study only focused on six pre-service teachers within an Indonesian university context. Thus, even though it provides insight about the development of EFL teachers' identity which is uniquely tied to sociocultural contexts, it might not be generalizable to other contexts with different sociocultural backgrounds. The small scale of this research might not sufficiently reveal the uniqueness and complexities of EFL pre-service teachers' identity development in general.

The next limitation is related to my role as a researcher as well as a faculty member in the research site. To some extent, my position as of a teacher educator might have affected how participants responded to my questions and the ways they wanted to be recognized as students in front of a university instructor. My insider perspective might have also affected my data analysis and interpretation, due to my familiarity with the research site and my own experience as one of the teacher educators who facilitated microteaching and supervised student teaching.

Finally, participants chose to answer my interview questions in both English and Indonesian. For those who used English, their language proficiency might have affected their interpretation of my questions and the ways in which they responded to those questions. Both I as the researcher and my participants often code-switched and used translation between English and Indonesian in our conversations, which might affect the meaning and the message being conveyed based on language differences. With participants who chose to use Indonesian in their interviews, I relied on my own translation in representing their statements. This might have also affected the intended meaning, since equivalence in both English and Indonesian is not always possible.

Areas for Further Study

Despite the limitations described in the previous section, this study points to important areas for potential research in EFL pre-service teacher identity. First, more longitudinal studies are needed in order to better understand the professional development of EFL pre-service teachers. For example, further research might capture EFL pre-service teachers' experiences from the beginning of their teacher education programs to their completion. Additional research might follow participants from the current study in their future teaching positions, in order to observe how teacher identity develops over time as participants move into permanent school careers.

While further exploration of EFL pre-service teachers' identity is certainly needed for a clearer understanding of how such teachers develop on a larger scale, such as research involving additional pre-service teachers, the current study may be used as preliminary information for other researchers wishing to intervene in order to better help pre-service teachers articulate their identity as future English teachers. For example, as the findings reveal that the pre-service teachers who entered English teacher education programs did not necessarily intend to become teachers at the beginning of the study, and thus had difficulty articulating who they were as teachers even in microteaching, intervention programs may be needed as early as possible in order to improve EFL pre-service teachers' awareness of who they are and who they want to be as teachers. In terms of recommendations for future work, findings from this study have helped me determine avenues for future exploration of EFL pre-service teachers' identity development. For example, since pre-service teachers' enacted identities were shaped by the context of their teaching, I want to further explore the role of interrelating subjects

within each context in the development of EFL pre-service teachers. Researching EFL pre-service teachers' identity in relation to their university instructors and mentor teachers would be my next priority, since this aspect was missing in my current study. Further research on the interaction between pre-service teachers and key personnel (cooperating teachers, university instructors, and community members) is also needed in Indonesia to accommodate language instruction across settings.

In addition, because the current study relied on short-term classroom observations, further study could use ethnographic methods with a longer time spent at each research site in order to better understand the contexts and development of EFL pre-service teachers' identity within a particular setting. Additionally, video recordings of EFL pre-service teachers' teaching practica in both microteaching and student teaching could be helpful in providing rich data on how pre-service teachers perform in each teaching context. Analysis of how pre-service teachers interpret video recordings of their teaching represents a further area of study, in which pre-service teachers may reflect on their positionality as they look back on their teaching performance. Further study may also use different research methodologies, such as ethnography and mixed methods approaches, in order to analyze multilingual settings more comprehensively.

REFERENCES

- Afrianto. (2015). *Constructing professional identity through teaching practicum: An Indonesian case study of pre-service teachers* (Dissertation). Monash University, Melbourne.
- Ajayi, L. (2011). How ESL teachers' sociocultural identities mediate their teacher role identities in a diverse urban school setting. *Urban Review*, 43, 654–680.
- Alsop, J. (2006). *Teacher identity discourses: negotiating personal and professional spaces*. Mahwah, N.J. : Urbana, Ill: L. Erlbaum Associates, ; National Council of Teachers of English.
- Antonek, J. L., McCormick, D. E., & Donato, R. (1997). The student teacher portfolio as autobiography: Developing a professional identity. *The Modern Language Journal*, 81, 15–27.
- Ariatna. (2016). The need for maintaining CLT in Indonesia. *TESOL Journal*, 7(4), 800–822.
- Astuti, P. (2016). Practitioner of cooperative learning as part of novice teachers' professional identity. *TEFLIN Journal*, 27(2), 132–152.
- Atay, D., & Ece, A. (2009). Multiple identities as reflected in English-language education: The Turkish perspective. *Journal of Language, Identity & Education*, 8(1), 21–34.
- Barbour, R. (2007). *Doing focus groups*. (U. Flick, Ed.). London: SAGE Publications.
- Barcelos, A. M. F. (2017). Identity as emotioning and believing. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 145–150). New York: Routledge.
- Barkhuizen, G. (2017). Language teacher identity research. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 1–11). New York: Routledge.
- Basalama, N. (2010). *English teachers in Indonesian senior high schools in Gorontalo: A qualitative study of professional formation, identity and practice* (Ph.D Dissertation). Victoria University, Melbourne.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559.
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189.
- Beck, C., & Kosnik, C. (2002). Components of a good practicum placement: Student teacher perception. *Teacher Education Quarterly*, 29(2), 81–98.

- Beeth, M. E., & Adadan, E. (2006). The influences of university-based coursework on field experience. *Journal of Science Teacher Education*, 17, 103–120.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20, 107–128.
- Berger, R. (2013). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219–234.
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods* (5th ed). Boston, Mass: Pearson A & B.
- Bonvillain, N. (2013). *Language, culture, and communication: the meaning of messages* (7th ed). Upper Saddle River, NJ: Pearson.
- Borg, S. (2017). Identity and teacher research. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 126–132). New York: Routledge.
- Braine, G. (2010). *Nonnative speaker English teachers: research, pedagogy, and professional growth*. New York: Routledge.
- Britzman, D. P. (2003). *Practice makes practice: a critical study of learning to teach* (Rev. ed). Albany: State University of New York Press.
- Bucholtz, M., & Hall, K. (2004). Language and identity. In A. Duranti (Ed.), *A Companion to Linguistic Anthropology* (pp. 369–394). Malden, MA: Blackwell Publishing Ltd.
- Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, 7(4–5), 585–614.
- Canagarajah, A. S. (2012). Teacher development in a global profession: An autoethnography. *TESOL Quarterly*, 46(2), 258–279.
- Canrinus, E. T., Helms-Lorenz, M., Beijaard, D., Buitink, J., & Hofman, A. (2011). Profiling teachers' sense of professional identity. *Educational Studies*, 37(5), 593–608.
- Chang-Kredl, S., & Kingsley, S. (2014). Identity expectations in early childhood teacher education: Preservice teachers' memories of prior experiences and reasons for entry into the profession. *Teaching and Teacher Education*, 43, 27–36.
- Chen, C. W., & Cheng, Y. (2014). Learning from Team Teaching and Beyond: A Case Study on EFL Teachers' Professional Development. *Pan-Pacific Association of Applied Linguistics*, 18(1), 33–47.
- Chong, S., Ling, L. E., & Chuan, G. K. (2011). Developing student teachers' professional identities: An exploratory study. *International Education Studies*, 4(1), 30–38.
- Clarke, M. (2008). *Language teacher identities: co-constructing discourse and community*. Clevedon, UK ; Buffalo [NY]: Multilingual Matters.
- Clarke, M. (2009). The ethico-politics of teacher identity. *Educational Philosophy and Theory*, 41(2), 185–200.

- Cole, M. (1996). *Cultural psychology: a once and future discipline*. Cambridge, Mass: Belknap Press of Harvard University Press.
- Cole, M., & Yrjö Engeström. (1993). A cultural-historical approach to distributed cognition. In G. Salmon (Ed.), *Distributed cognitions: Psychological and educational considerations* (pp. 1–46). New York: Cambridge University Press.
- Compernelle, R. A. van. (2014). *Sociocultural theory and L2 instructional pragmatics*. Bristol, UK ; Tonawanda, NY: Multilingual Matters.
- Corbin, J. M., Strauss, A. L., & Strauss, A. L. (2008). *Basics of qualitative research: techniques and procedures for developing grounded theory* (3rd ed). Los Angeles, Calif: Sage Publications, Inc.
- Creswell, J. W. (2013a). *Qualitative inquiry and research design: choosing among five approaches* (3rd ed). Los Angeles: SAGE Publications.
- Creswell, J. W. (2013b). *Qualitative inquiry and research design: choosing among five approaches* (3rd ed). Los Angeles: SAGE Publications.
- Crystal, D. (1997). *English as a global language*. Cambridge, [England] ; New York: Cambridge University Press.
- Crystal, D. (2003). *English as a global language*. Cambridge, UK; New York: Cambridge University Press. Retrieved from <http://public.eblib.com/choice/publicfullrecord.aspx?p=221205>
- Curriculum 2013. (2013). Ministry of Education and Culture.
- Dang, T. K. A. (2013). Identity in activity: Examining teacher professional identity formation in the paired-placement of student teachers. *Teaching and Teacher Education*, 30, 47–59.
- Danielewicz, J. (2001). *Teaching selves: identity, pedagogy, and teacher education*. Albany: State University of New York Press.
- Daniels, H., & Warmington, P. (2007). Analyzing third generation activity systems: Labor-power, subject position, and personal transformation. *Journal of Workplace Learning*, 19(6), 377–391.
- Dardjowidjojo, S. (2000). English teaching in Indonesia. *English Australia Journal*, 18(1), 22–30.
- Davies, B., & Harré, R. (1999). Positioning and personhood. In R. Harré & L. van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action* (pp. 32–52). Malden, MA: Blackwell Publishing Ltd.
- Davies, Bronwyn. (2000). *A body of writing, 1990-1999*. Walnut Creek: AltaMira Press.
- Davies, Bronwyn, & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behaviour*.

- Donato, R. (2017). Becoming a language teaching professional: What's identity got to do with it? In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 24–30). New York: Routledge.
- Duff, P. A. (2017). Language teacher identities and socialization. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 170–175). New York: Routledge.
- Duff, P. A., & Uchida, Y. (1997). The Negotiation of Teachers' Sociocultural Identities and Practices in Postsecondary EFL Classrooms. *TESOL Quarterly*, 31(3), 451–486.
- Ellen, R. F. (Ed.). (1984). *Ethnographic research: a guide to general conduct*. London ; Orlando: Academic Press.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed). Chicago: The University of Chicago Press.
- Engeström, Y. (1987). *Learning by expanding: an activity-theoretical approach to developmental research*. Helsinki: Orienta-Konsultit Oy.
- Engestrom, Y. (1999). Innovative learning in work teams: Analyzing cycles of knowledge creation in practice. In Y. Engestrom, R. Miettinen, & R.-L. Punamaki (Eds.), *Perspectives of Activity Theory* (pp. 377–404). Cambridge University Press.
- Engeström, Y. (2001). Expansive Learning at Work: toward an activity theoretical reconceptualization. *Journal of Education and Work*, 14(1), 133–156.
- Engeström, Y. (2008). *From teams to knots: activity-theoretical studies of collaboration and learning at work*. Cambridge ; New York: Cambridge University Press.
- Equator University Academic Guide*. (2014). Pontianak: FKIP Equator University.
- Evans, D., Tate, S., Navarro, R., & Nicolls, M. (2009). *Teacher education and professional development in Indonesia: A gap analysis* (2) (p. 97).
- Fairclough, N. (1995). *Critical discourse analysis: the critical study of language*. London ; New York: Longman.
- Fairclough, N. (2003). *Analysing discourse: textual analysis for social research*. London ; New York: Routledge.
- Fairclough, N. (2013). *Critical discourse analysis: the critical study of language* (2. ed., [Nachdr.]). London: Routledge.
- Farrell, T. S. C. (2017). “Who I am is how I teach”: Reflection on language teacher professional role and identity. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 183–188). New York: Routledge.
- Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22, 219–232.

- Franzak, J. K. (2002). Developing a teacher identity: The impact of Critical Friends Practice on the student teacher. *English Education*, 34(4), 258–280.
- Freeman, D. (2009). The scope of second language teacher education. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 11–19). New York: Cambridge University Press.
- Friesen, M. D., & Besley, S. C. (2013). Teacher identity development in the first year of teacher education: A developmental and social psychological perspective. *Teaching and Teacher Education*, 36, 23–32.
- Gaudelli, W., & Ousley, D. (2009). From clothing to skin: Identity work of student teachers in culminating field experiences. *Teaching and Teacher Education*, 25, 931–939.
- Gee, J. P. (2000). Identity as an Analytic Lens for Research in Education. *Review of Research in Education*, 25, 99–125.
- Gee, J. P. (2012). *Social linguistics and literacies: ideology in discourses* (4th ed). Abingdon, Oxon ; New York: Routledge.
- Gee, J. P. (2014a). *An introduction to discourse analysis: theory and method* (Fourth edition). New York: Routledge.
- Gee, J. P. (2014b). *How to do discourse analysis: a toolkit* (Second Edition). Milton Park, Abingdon, Oxon: Routledge.
- Grossman, P. L., Smagorinsky, P., & Valencia, S. (1999). Appropriating tools for teaching English: A theoretical framework for research on learning to teach. *American Journal of Education*, 108, 1–29.
- Hallman, H. L. (2015). Teacher identity as dialogue response. In Y. L. Cheung, Selim Ben Said, & K. Park (Eds.), *Advances and current trends in language teacher identity research* (pp. 3–15). New York: Routledge.
- Hammersley, M., & Atkinson, P. (2007). *Ethnography: principles in practice* (3rd ed). London ; New York: Routledge.
- Harre, R., & van Langenhove, L. (1999). The dynamics of social episodes. In R. Harre & L. van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action* (pp. 1–13). Malden, MA: Blackwell Publishing Ltd.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany: State University of New York Press.
- He, P., & Lin, A. M. Y. (2013). Tensions in school–university partnership and EFL pre-service teacher identity formation: a case in mainland China. *The Language Learning Journal*, 41(2), 205–218.
- Holland, D. C., Lachicotte-Jr, W., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Cambridge, Mass: Harvard University Press.

- Ilieva, R. (2010). Non-native English-speaking teachers' negotiations of program discourses in their construction of professional identities within a TESOL program. *The Canadian Modern Language Review*, 66(3), 343–369.
- Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal*, 39(4), 694–713.
- Jackson, A. (2015). *Language teacher development: A study of ESOL pre-service teachers' identities, efficacy, and conceptions of literacy* (Dissertation). Georgia State University, Georgia.
- Jackson, J. (2017). Second language teacher identity and study abroad. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 114–119). New York: Routledge.
- Johnson, B., & Christensen, L. B. (2012). *Educational research: quantitative, qualitative, and mixed approaches* (4th ed). Thousand Oaks, Calif: SAGE Publications.
- Johnson, K. E. (2006). The Sociocultural Turn and Its Challenges for Second Language Teacher Education. *TESOL Quarterly*, 40(1), 235–257.
- Johnson, K. E., & Golombek, P. R. (Eds.). (2011). *Research on second language teacher education: a sociocultural perspective on professional development*. New York: Routledge.
- Kachru, B. B. (1996). World Englishes: Agony and ecstasy. *Journal of Aesthetic Education*, 30(2), 135–155.
- Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in-practice. *The Modern Language Journal*, 95(2), 236–252.
- Kayi-Aydar, H. (2015). Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and Teacher Education*, 45, 94–103.
- Kirkpatrick, A. (2007). Teaching English across cultures: What do English language teachers need to know to know how to teach English. *English Australia Journal*, 23(2), 20–36.
- Koc, M. (2011). Let's make a movie: Investigating pre-service teachers' reflections on using video-recorded role playing cases in Turkey. *Teaching and Teacher Education*, 27, 95–106.
- Kuswandono, P. (2013). *The journey of becoming a teacher: Indonesian pre-service teachers reflecting on their professional learning* (Ph.D Dissertation). Monash University, Melbourne.
- Lamb, M., & Coleman, H. (2008). Literacy in English and the transformation of self and society in post-Soeharto Indonesia. *International Journal of Bilingual Education and Bilingualism*, 11(2), 189–205.

- Lamote, C., & Engels, N. (2010). The development of student teachers' professional identity. *European Journal of Teacher Education*, 33(1), 3–18.
- Lantolf, J. P. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford: Oxford Univ. Press.
- Lantolf, J. P. (2002). Sociocultural theory and second language acquisition. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 104–114). New York: Oxford University Press.
- Lantolf, J. P., & Appel, G. (Eds.). (1994). *Vygotskian approaches to second language research*. Norwood, N.J: Ablex Pub. Corp.
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford ; New York: Oxford University Press.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara, Sosial Humaniora*, 12(1), 9–20.
- Lave, J., & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. Cambridge [England] ; New York: Cambridge University Press.
- Leont'ev, Aleksei Nikolaevich. (1978). *Activity, consciousness, and personality*. (M. J. Hall, Trans.). New Jersey: Prentice-Hall, Inc.
- Leont'ev, A.N. (1978). *Activity, consciousness, and personality*. (M. J. Hall, Trans.). New Jersey: Prentice-Hall, Inc.
- Lerseth, K. A. (2013). *Identity development among pre-service teacher candidates* (Ph.D Dissertation). IOWA State University, Iowa.
- Lichtman, M. (2013). *Qualitative research in education: a user's guide* (3rd ed). Los Angeles ; London: SAGE Publications.
- Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores. *TEFLIN Journal*, 18(1), 1–14.
- Lim, H.-W. (2011). Concept maps of Korean EFL student teachers' autobiographical reflections on their professional identity formation. *Teaching and Teacher Education*, 27, 969–981.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, Calif: Sage Publications.
- Luebbers, J. B. (2010). *How foreign language preservice teachers' development, identities, and commitments are shaped during teacher education* (Ph.D Dissertation). The Ohio State University, Ohio.
- Luk, J. M. C. (2008). Classroom discourse and the construction of learner and teacher identities. In M. Martin-Jones, A.-M. de Mejía, & N. Hornberger (Eds.), *Discourse and Education: Encyclopedia of Language and Education* (2nd edition, Vol. 3, pp. 121–134). Springer.

- Luria, A. R. (1979). *The making of mind: a personal account of Soviet psychology*. (M. Cole & S. Cole, Eds.). Cambridge, Mass: Harvard University Press.
- Manara, C. (2012). *Intercultural dialogue and English language teaching: Indonesian teacher educators' narratives of professional learning* (Dissertation). Monash University, Melbourne.
- Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), 57–69.
- Marshall, C., & Rossman, G. B. (2016). *Designing qualitative research* (Sixth edition). Los Angeles, California: SAGE.
- Martel, J., & Wang, A. (2014). Language teacher identity. In M. Bigelow & J. Enns-Kananen (Eds.), *The Routledge Handbook of Educational Linguistics* (pp. 289–300). New York: Routledge.
- McKinlay, A., & McVittie, C. (2011). *Identities in context individuals and discourse in action*. Chichester, U.K.; Malden, MA: Wiley-Blackwell.
- Merriam, S. B. (2009). *Qualitative research: a guide to design and implementation*. San Francisco: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook* (2nd ed). Thousand Oaks: Sage Publications.
- Miller, E. R., Morgan, B., & Medina, A. L. (2017). Exploring language teacher identity work as ethical self-formation. *The Modern Language Journal*, 101(Supplement 2017), 91–105.
- Miller, J. (2009). Teacher identity. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 172–181). New York: Cambridge University Press.
- Mitchell, J. (1984). Typicality and the case study. In R. Ellen (Ed.), *Ethnographic research: A guide to general conduct* (pp. 237–241). London: Academic Press.
- Morgan, B. (2004). Teacher identity as pedagogy: Towards a field-internal conceptualisation in bilingual and second language education. *Bilingual Education and Bilingualism*, 7(2–3), 172–188.
- Motha, S. (2014). *Race, empire, and English language teaching: creating responsible and ethical anti-racist practice*. New York: Teachers College, Columbia University.
- Murtisari, E. T. (2015). Indonesian and translation: National identity in the global border contests. *International Journal of Indonesian Studies*, 1(2), 70–80.
- Nababan, P. W. J. (1991). Language in education: The case of Indonesia. *Language Policy and Education*, 37(1), 115–131.
- Neuman, W. L. (2011). *Social research methods: qualitative and quantitative approaches*. Boston: Allyn & Bacon.

- Norton, Bonny. (1997). Language, Identity, and the ownership of English. *TESOL Quarterly*, 31(3), 409–429.
- Norton, Bony. (2017). Learner investment and language teacher identity. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 82–86). New York: Routledge.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589–613.
- Nunan, D. (2017). Language teacher identity in teacher education. In G. Barkhuizen (Ed.), *Reflection on language teacher identity research* (pp. 164–169). New York: Routledge.
- Olsen, B. (2008). How reasons for entry into the profession illuminate teacher identity development. *Teacher Education Quarterly*, 23–40.
- Olsen, B. (2011). “I am large, I contain multitudes”: Teacher identity as a useful frame for research, practice, and diversity in teacher education. In A. F. Ball & C. A. Tyson (Eds.), *Studying diversity in teacher education* (pp. 257–273). Maryland: Rowman & Littlefield Publishers, Inc.
- O’Reilly, K. (2012). *Ethnographic methods* (2nd ed). London ; New York: Routledge.
- Paauw, S. (2009). One Land, one nation, one language: An analysis of Indonesia’s national language policy. In H. Lehnert-LeHouillier & A. B. Fine (Eds.), *University of Rochester working papers in the language sciences* (Vol. 5, pp. 2–16). Rochester.
- Park, G. (2012). “I am never afraid of being recognized as an NNEST”: One teacher’s journey in claiming and embracing her nonnative-speaker identity. *TESOL Quarterly*, 46(1), 127–151.
- Park, J. S.-Y., & Wee, L. (2009). The three circles redux: A market-theoretic perspective on World Englishes. *Applied Linguistic*, 30(3), 389–406.
- Pavlenko, A. (2003). “I never knew I was a bilingual”: Reimagining teacher identities in TESOL. *Journal of Language, Identity, and Education*, 2(4), 251–268.
- Pennington, M. C. (2015). Teacher identity in TESOL: A frames perspective. In Y. L. Cheung, S. B. Said, & K. Park (Eds.), *Advances and current trends in language teacher identity research* (pp. 16–30). New York: Routledge.
- Pennycook, A. (2001). *Critical applied linguistics: a critical introduction*. Mahwah, N.J: L. Erlbaum.
- Penuel, W. R., & Wersch, J. V. (1995). Vygotsky and identity formation: A sociocultural approach. *Educational Psychologist*, 30(2), 83–92.
- Population Reference bureau. (2016). Retrieved from <http://www.prb.org/Publications/DataSheets/2016/2016-world-population-data-sheet.aspx>

- Raihani, & Sumintono, B. (2010). Teacher education in Indonesia: Development and challenges. In K. G. Karras & C. C. Wolhuter (Eds.), *International handbook of teacher education world-wide: Issues and challenges* (Vol. I and II). Athens: Atrapos.
- Reeves, J. (2009). Teacher investment in learner identity. *Teaching and Teacher Education*, 25, 34–41. <https://doi.org/10.1016/j.tate.2008.06.003>
- Reeves, J. (2017). Teacher identity. *TESOL Encyclopedia of English Language Teaching*.
- Reis, D. S. (2011). Non-native English-speaking teachers (NNESTs) and professional legitimacy: A sociocultural theoretical perspective on identity transformation. *International Journal of the Sociology of Language*, 208, 139–160.
- Richards, J. C. (2017). Identity in second language teacher education. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 139–144). New York: Routledge.
- Richards, L., & Morse, J. M. (2013). *Readme first for a user's guide to qualitative methods* (3rd ed). Los Angeles: Sage.
- Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 732–755). New York: Routledge.
- Roebuck, R. (2000). Subjects speak out: How learners position themselves in a psycholinguistic task. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 79–95). Oxford: Oxford University Press.
- Rogers, G. (2011). Learning-to-learn and learning-to-teach: the impact of disciplinary subject study on student-teachers' professional identity. *Journal of Curriculum Studies*, 43(2), 249–268.
- Saldaña, J. (2015). *The coding manual for qualitative researchers* (3rd edition). Thousand Oaks, CA: Sage Publications.
- Sannino, A., Daniels, H., & Guierrez, K. D. (2009). Activity Theory between historical engagement and future-making practice. In A. Sannino, H. Daniels, & K. D. Guierrez (Eds.), *Learning and expanding with Activity Theory* (pp. 1–15). New York: Cambridge University Press.
- Santoro, N. (1997). The Construction of Teacher Identity: an analysis of school practicum discourse. *Asia-Pacific Journal of Teacher Education*, 25(1), 91–99.
- Sarroub, L. K. (2004). Reframing for decisions: Transforming talk about literacy and assessment among teachers and researchers. In R. Rogers (Ed.), *An introduction to critical discourse analysis in education* (pp. 97–116). New Jersey: Lawrence Erlbaum Associates.

- Simon, R. I. (1995). Face to face with alterity: Postmodern Jewish identity and the errors of pedagogy. In *Pedagogy: The question of impersonation* (pp. 90–105). Bloomington: Indiana University Press.
- Simons, H. (2009). *Case study research in practice*. Los Angeles ; London: SAGE.
- Smagorinsky, P., Cook, L. S., Moore, C., Jackson, A. Y., & Fry, P. G. (2004). Tensions in learning to teach: Accommodation and the development of a teaching identity. *Journal of Teacher Education*, 55(1), 8–24.
<https://doi.org/10.1177/0022487103260067>
- Soekirno, D. C. (2004). Phases of awareness: Why I became an English teacher. *English Teaching: Practice and Critique*, 3(1), 59–70.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks: Sage Publications.
- Stake, R. E. (2010). *Qualitative research: studying how things work*. New York: Guilford Press.
- Sugiharto, S. (2015). Disentangling linguistics imperialism in English language education: The Indonesian context. In M. Bigelow & J. Enns-Kananen (Eds.), *The Routledge Handbook of Educational Linguistics* (pp. 224–236). New York: Routledge.
- Sugrue, C. (1997). Student teachers' lay theories and teaching identities: Their implications for professional development. *European Journal of Teacher Education*, 20(3), 213–225.
- Sukyadi, D., & Mardiani, R. (2011). The washback effect of the English National Examination (ENE) on English teachers' classroom teaching and students' learning. *K@ta*, 13(1), 96–111.
- Sumara, D. J., & Luce-Kapler, R. (2001). (Un)Becoming a teacher: Negotiating identities while learning to teach. *Canadian Journal of Education*, 21(1), 65–83.
- Tajfel, H. (Ed.). (1978). *Differentiation between social groups: studies in the social psychology of intergroup relations*. London ; New York: Published in cooperation with European Association of Experimental Social Psychology by Academic Press.
- Trent, J. (2010a). "My two masters": Conflict, contestation, and Identity construction within a teaching practicum. *Australian Journal of Teacher Education*, 35(7), 1–14.
- Trent, J. (2010b). Teacher education as identity construction: Insights from action research. *Journal of Education for Teaching*, 36(2), 153–168.
- Trent, J. (2011). "Four years on, I'm ready to teach": Teacher education and the construction of teacher identities. *Teachers and Teaching: Theory and Practice*, 17(5), 529–543. <https://doi.org/10.1080/13540602.2011.602207>

- Trent, J. (2013). From learner to teacher: practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, 41(4), 426–440.
- Tsui, A. B. M. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, 41(4), 657–680.
- Tsui, A. B. M. (2011). Teacher education and teacher development. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 21–39). New York: Routledge.
- Tsui, A. B. M., & Law, D. Y. K. (2007). Learning as boundary-crossing in school–university partnership. *Teaching and Teacher Education*, 23, 1289–1301.
- Utami, I. . L. P. (2015). Teacher certification program in Indonesia: Problems and recommendation for the betterment of the program. *International Journal of English and Education*, 4(2), 471–481.
- Varghese, M. M. (2017). Language teacher educator identity and language teacher identity: Towards a social justice perspective. In G. Barkhuizen (Ed.), *Reflection on language teacher identity research* (pp. 43–48). New York: Routledge.
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, 4(1), 21–44.
- Vetter, A., Meacham, M., & Schieble, M. (2013). Leveling the field: Negotiating positions of power as a preservice teacher. *Action in Teacher Education*, 35, 230–251.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. (M. Cole, Ed.). Cambridge, MA: Harvard University Press.
- Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. Cambridge, U.K. ; New York, N.Y: Cambridge University Press.
- Wertsch, J. V. (1981). The concept of activity in Soviet psychology: An introduction. In J. V. Wertsch (Ed.), *The concept of activity in Soviet Psychology* (pp. 3–36). New York: M.E Sharpe, Inc.
- Wertsch, J. V. (1985). *Vygotsky and the social formation of mind*. Cambridge, Mass: Harvard University Press.
- Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. London: Harvester Wheatsheaf.
- White, C. J. (2017). Searching for identity in distance language teaching. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 107–113). New York: Routledge.
- Widiyanto, Y. N. (2005). The making of a multicultural English teacher. *English Teaching: Practice and Critique*, 4(1), 106–117.

- Yamagata-Lynch, L. C. (2010a). *Activity systems analysis methods: understanding complex learning environments*. New York ; London: Springer.
- Yamagata-Lynch, L. C. (2010b). Understanding Cultural Historical Activity Theory. In *Activity Systems Analysis Methods* (pp. 13–26). Springer US.
- Yayli, D. (2015). Tackling multiple identities in an EFL teaching context, Turkey. In *Advances and current trends in language teacher identity research* (pp. 186–199). New York: Routledge.
- Yin, R. K. (2003). *Case study research: design and methods* (3rd ed). Thousand Oaks, Calif: Sage Publications.
- Yin, R. K. (2014). *Case study research: design and methods* (Fifth edition). Los Angeles: SAGE.
- Yulia, Y. (2014). *An evaluation of English language teaching programs in Indonesian junior high schools in the Yogyakarta Province* (Ph.D Dissertation). RMIT University, Melbourne.

APPENDIX A

LIST OF COURSES IN THE ENGLISH TEACHER EDUCATION PROGRAM

Smt.	No.	Kode MK	Mata Kuliah	SKS
I	1	UMG100	Pendidikan Kewarganegaraan	3
	2	KPE200	Pengantar Pendidikan	2
	3	KPE401	Listening for General Communication	3
	4	KPE404	Speaking for General Communication	3
	5	KPE411	Reading for General Communication and Vocabulary building	3
	6	KPE415	Writing for General Communication	3
	7	KPE420	Sentence Structure	4
	8	KPE201	Perkembangan Peserta Didik	2
II	1	UMG101	Agama Islam	3
	2	UMG102	Agama Protestan	
	3	UMG103	Agama Katolik	
	4	UMG104	Agama Hindu	
	5	UMG105	Agama Budha	
	6	KPE402	Listening For Social Interaction	2
	7	KPE405	Speaking for Particular Purposes (transactional)	2
	8	KPE412	Academic Reading/Vocabulary	3
	9	KPE416	Paragraph Writing	2
	10	KPE430	Linguistics	6
	11	KPE460	Cross Cultural Understanding	2
III	1	UMG106	Ilmu Sosial Budaya Dasar	3
	2	KPE460	Cross Cultural Understanding	2
	3	KPE300	Teaching English as Foreign Language Methodology	2
	4	KPE302	English Language Teaching Curriculum & Instructional Dev.-1	2
	5	KPE403	Listening Academic Purposes	2
	6	KPE406	Speaking for Academic Presentation	2
	7	KPE413	Academic (Extensive) Reading	2
	8	KPE440	Literary Appreciation	4
	9	KPE308	Teaching Learning with ICT	2
	10	UMG109	Bahasa Indonesia*	3
IV	1	KPE202	Belajar & Pembelajaran	2
	2	UMG108	Ilmu Kealaman Dasar	3
	3	KPE301	Techniques in Teaching English as Foreign Language	3
	4	KPE303	ELT Instructional Development	4
	5	KPE407	Academic Debate and Discussion	2
	6	KPE414	Academic (Intensive) Reading	2
	7	KPE418	Essay Writing	4
	8	KPE435	Sociolinguistics	2
	9	KPE464	LOTE: Mandarin 1*P2	4
V	1	KPE304	Language Assessment	4
	2	KPE307	English Language Teaching for Young Learners	4
	3	KPE419	Research paper	2
	4	KPE433	English Syntax	2
	5	KPE436	Psycholinguistics	2
	6	KPE461	Translation	2
	7	KPE203	Profesi Kependidikan	2
	8	KPE442	Literary Work	4
VI	1	KPE461	Translation	2
	2	KPE450	Research on English Language Teaching	6
	3	KPE434	Pragmatics	4
	4	KPE444	Drama	2
	5	KPE453	Statistik in Educational Research*)	2
	6	KPE463	Business Correspondence	2
	7	KPE310	ESP Program Development	2
	8	KPE312	Micro Teaching	2
VII	1	KPE111	KKN	2
	2	KPE313	Teaching Practice	4
VIII	1	KPE316	Thesis	4
TOTAL				145

APPENDIX B
CLASSROOM OBSERVATION PROTOCOL

Date:

Time:

Participant's name:

Observed class:

Number of the students in the class:

Length of observation:

Descriptive Notes	Reflective Notes
Pre-service teacher's activities	
Students' activities	

APPENDIX C

INTERVIEW PROTOCOL IN MICROTEACHING SETTING

Date:

Place:

Length of interview:

Informant's name:

Informant's pseudonym:

Introduction

I appreciate your willingness to talk to me today. My name is Dwi Riyanti and I am a doctoral student at the University of Nebraska. Today, I am going to ask you questions about your thoughts of the process of becoming an English language teacher. I have been with you in the class but I am certain that my interpretation about what I have observed in the classroom may not necessarily be the same as what you perceive. For that reason, I want to know more about how you view yourself as an English teacher to be and how you develop your teacher identity. I want you to know that your personal information will be kept confidential and the information you give me today will be used for research purposes only. If there is anything that you want to ask me during our conversation, please do not hesitate to do so. Our conversation will be audio recorded for the later transcription. Do you have any questions about what we will be doing? Now, do I have permission to begin the recording?

Interview questions

1. Please tell me your name, your age, and the year you are now in.
2. Please tell me how you see yourself as an English teacher?
3. When did you start having the idea to be an English teacher?
4. Tell me more about the development of your teacher's identity until this stage of your teacher training?
5. How does university courses contribute to the development of your identity as an English teacher?
6. How would you apply your knowledge you have gained during university study in the next stage of your teaching career?
7. What language are you going to use in your teaching practicum at schools? Please justify your reasons.
8. How would you position yourself in relation to your interaction with your students, your mentor teacher and your university supervisor?
9. How do you see teaching English language differ from teaching other subjects?
10. How do you view culture in connection with English language teaching in Indonesian contexts and English as an international language?
11. What are your goals of teaching English?
12. What would you do to achieve the goals?
13. What challenges do you expect in becoming an English teacher in a non-English speaking country like Indonesia?

APPENDIX D

INTERVIEW PROTOCOL IN STUDENT TEACHING CONTEXT

Date:

Place:

Length of interview:

Informant's name:

Informant's pseudonym:

Introduction

I appreciate your willingness to talk to me today. My name is Dwi Riyanti and I am a doctoral student at the University of Nebraska. Today, I am going to ask you questions about your thoughts of the process of becoming an English language teacher. I have been with you in the class but I am certain that my interpretation about what I have observed in the classroom may not necessarily be the same as what you perceive. For that reason, I want to know more about how you view yourself as an English teacher as you have your teaching practicum at schools and how you develop your teacher identity. I want you to know that your personal information will be kept confidential and the information you give me today will be used for research purposes only. If there is anything that you want to ask me during our conversation, please do not hesitate to do so. Our conversation will be audio recorded for the later transcription. Do you have any questions about what we will be doing? Now, do I have permission to begin the recording?

Interview questions

1. Please tell me your experience in teaching students in school contexts.
 - a. What were your motives in doing particular activities in the classroom?
 - b. What did you do to achieve your goals?
 - c. What were some of teaching strategies or approaches you think worked well with your students?
 - d. What did you learn from your teaching practicum?
2. What were some of the challenges did you face in your teaching practicum?
3. What were the things that you wish you could do in your classrooms, but you did not do? (e. g. particular strategies, activities)
4. What language(s) did you use in teaching your students? In what situations, did you use particular languages? What were your students' reaction when you use particular language(s) to your students?
5. How is your own literacy practice in the languages you used in your classroom?
 - a. How often do you read or write often in those languages?
 - b. What are the functions of those languages in your daily life?
6. Please tell me how you see yourself as a practicing English teacher in your school-based practicum in relation to your students, your mentor teacher, and your university supervisor.
7. How do you think your students, cooperating teachers, and university supervisor see you as an English teacher?
8. Tell me more about the development of your teacher's identity until this stage of your teacher training. How does school based teaching practicum impact on how you view yourself as English teachers. How does your conceptualization of good English teachers change as you have your teaching practicum?
9. How do school-based teaching shape your identity as an English teacher?

APPENDIX E

CROSS-CHECK INTERVIEW QUESTIONS

1. Demographic questions
 - a. Tell me where you are from?
 - b. Are you from Pontianak city or from outside Pontianak?
 - c. How many siblings do you have? Are you the oldest, second or youngest child?
2. Tell me about how you decided/English education department/becoming an English teacher?
 - a. What motivates you to be an English teacher?
 - b. Are there any immediate family or relatives who are teachers?
 - c. What kind of English teacher do you want to be?
3. Tell me your knowledge of Malay and Arabic. Do you speak, write, or read in those languages?
4. How many languages do you speak?
5. Under what situations did your students kiss your hand?
 - a. What would happen if students did not kiss teacher's hand?
 - b. How did you feel when your students kissed your hand?
6. How did you see the roles of micro teaching and student teaching help you to be an English teacher?
 - a. What did you learn from micro teaching?
 - b. What did you learn from student teaching?
 - c. How did they differ?
7. What were some of the university courses were useful and what suggestions do you have for teacher education in university courses?

APPENDIX F

INTERVIEW PROTOCOL FOR COOPERATING TEACHERS

Date:

Place:

Length of interview:

Informant's name:

Informant's pseudonym:

Introduction

Thank you very much for your willingness to talk to me today. In this interview, I would like to know your perspectives about the student teaching, the student teacher you worked with and your roles as his or her mentor teacher. Even though I have observed and interviewed the student teacher you worked with in his/her classroom, I still have no ideas about their learning to teach from your perspectives as a mentor teacher. For that reason, I am going to ask questions related to that. I will be recording this interview for later transcription. I would like you to know that your personal information will be kept confidential and the information you give me today will be used for research purposes only. If there is anything that you want to ask me during our conversation, please do not hesitate to do so. Do you have any questions about what we will be doing? Now, do I have permission to begin the recording?

Interview questions

1. Please tell me how long you have been teaching in this school. What do you like about being a teacher?
2. In your point of view, what are the benefits of the teaching practicum for your school and for your classroom, for you as a mentor teacher, and for the student teacher?
3. What are the goals of student teaching in your opinion?
4. In relation to the student teacher you worked with last year, what was s/he supposed to be doing during the student teaching? Were there any particular emphases that you wanted the student teacher to do in the classroom, and outside the classroom? What was your expectation? What do you remember about the student teacher experience last year that stood out to you as interesting or important?
5. Last year when I was observing the student teacher, I saw he/she did classroom rituals such as greeting and praying together. I also saw s/he started the class by checking classroom cleanliness. I am curious to know if there were some of the rules that pre-service teachers had to obey during their teaching practicum.
6. In your point of view, what were his/her strength and weaknesses in his/her teaching? Could you tell me more about your mentee in terms of his/her development as an English teacher to be?
7. From my analysis, I found your mentee used several languages such as combination of Indonesian, English, Arabic, and sometimes Malay as well. I am wondering if you require them to use particular languages in their teaching practicum. Are there any particular set of conditions for using any one of these languages?
8. I also found that students in this school kissed teachers' hands. Could you tell me more about it? On what occasions do they kiss their teachers' hand?
9. Please describe your role as a mentor teacher in the teaching practicum?
10. Is there anything else you would like to add to complete this interview?

APPENDIX G

INTERVIEW PROTOCOL FOR TEACHER EDUCATORS

Date:

Place:

Length of interview:

Informant's pseudonym:

Introduction

Thank you very much for your willingness to talk to me today. In this interview, I would like to know your perspective about how microteaching and student teaching as part of teacher education program in this faculty help student teachers become English teachers. Even though I have observed and interviewed student teachers in your classroom, I still have no ideas about their learning to teach from your perspective as a teacher educator. For that reason, I am going to ask questions related to your view about two teaching practica that we have in our teacher education program. I will be recording this interview for later transcription. I would like you to know that your personal information will be kept confidential and the information you give me today will be used for research purposes only. If there is anything that you want to ask me during our conversation, please do not hesitate to do so. Do you have any questions about what we will be doing? Now, do I have permission to begin the recording?

Interview questions

1. Please tell me how long you have been teaching in this faculty.
2. In your perspective, how do microteaching and student teaching help pre-service teachers to become English teachers?
3. What kinds of English teachers do you want the student teachers to be?
4. What are the goals of micro teaching?
5. What are students supposed to be doing in microteaching course? Are there any particular emphases that you want student teachers to do in microteaching class?
6. From my analysis, I found some student teachers used several languages such as combination of Indonesian, English, Arabic, and sometimes Malay as well. I am wondering if you require them to use particular languages in their teaching practicum. Are there any particular rules in using languages?
7. I found that student teachers seemed to align themselves to be particular kinds of teachers. For example, most of them integrated technology such as ppt, downloaded audio or video in their microteaching. Most of them also emphasized group work in their teaching. I am curious to know if there are certain requirements in your microteaching class.
8. In terms of activities in the classrooms, I found that their teaching was structured in three stages: opening, main activities, and closing the lesson. I also found that some student teachers did some rituals such as greeting, praying together before and after the lesson. Have you noticed such interaction there, and are there any other you have noticed? Can you talk about the purpose of these?
9. In relation to student teaching at schools, in your point of view, what are the main goals of the student teaching experience?
10. What are pre-service teachers supposed to do and learn in their student teaching?
11. What are your roles in both practica? What do you do there and what do you hope to accomplish?
12. Is there anything else you would like to add to complete this interview?

APPENDIX H

FOCUS GROUP DISCUSSION QUESTIONS

1. How did student teaching help you become an English teacher? What do you learn from teaching practicum/student teaching?
2. What did you expect your cooperating teacher and university supervisor to help you with your student teaching?
3. How was microteaching different from student teaching? What did you learn in each? What would you have like to learn?
4. What are your other suggestions to improve our teacher education or what would you like to learn more?

APPENDIX I

INFORMED CONSENT FORM FOR PILOT STUDY



INFORMED CONSENT FORM

Title:

Pre-service English as a Foreign Language Teachers' Identity Development

Purpose:

This research project attempts to understand how pre-service English teachers in non-English speaking countries view their roles as English teachers and develop their teacher identity. The outcome of this study is to inform teacher educators and other related parties involved in the process of educating pre-service teachers. The outcome may assist teacher educators and education policy makers in developing needed programs to support the development of teacher identity as part of the process of becoming English teachers. You are invited to participate in this study because you fulfill the criteria for this study in which you are enrolled in English Education program and have passed prerequisite subjects for having teaching practice.

Procedures:

In the classroom settings, you will be observed on how you act as teachers when you do your teaching practice with your peers. The investigator will audio/video tape classroom activities. Additionally, you will also be asked to respond to various research questions concerning your teacher identity development. As the main investigator, I will record and transcribe the interviews in order to analyze the responses. The interview should last no longer than an hour and will be conducted in a mutually agreed location. If needed, a follow-up interview will be conducted for no longer than 30 minutes.

Benefits:

You will have the opportunity to share your view and your experience in the process of becoming an English teacher in a confidential setting, and contribute to a better understanding of the identity development of pre-service English as Foreign Language teachers in non-English speaking countries. Your participation will contribute to the expansion of knowledge in the field of English teacher education.

Risks and/or Discomforts:

There are no known physical risks or discomforts associated with this research.

Confidentiality:

Any information obtained during this study that could identify you will be kept strictly confidential. Upon your acceptance of this agreement, you will receive a unique designation identifying any data associated with you. After the investigator transcribed the interviews, she will preserve the audio/video recordings with encrypted passwords and store them in her personal computer. The printed data will be stored in a locked storage in her home, and she is the only person who can access the data. The data associated with this research will only be kept during the study and two years after the study is complete. The information obtained in this study



will be presented as aggregated data and be published in academic journals or presented at academic meetings. In the case you appear in the analysis, pseudonym will be used.

Opportunity to Ask Questions:

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Alternatively, you may contact the investigators at the phone numbers or email below. Please contact the University of Nebraska-Lincoln Institutional Review Board at 1 (402) 472-6965 to voice your concerns about the research or if you have any questions about your rights as a research participant.

Freedom to withdraw:

Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the investigator or with your instructors or in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

Consent. Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate, having read, and understood the information presented. You will be given a copy of this consent form to keep.

Please note your consent by checking the following:

1. Yes ☐ I agree to be audio recorded during the interview.
2. Yes ☐ I agree to be observed in classroom settings
3. Yes ☐ I agree to be video-taped in classroom settings
4. Yes ☐ I agree to be audio recorded in classroom settings

Participant's contact information

I understand that the investigator may contact me for a follow up interview or information clarification. I may be contacted at _____

Participant's Signature and Printed Name

Research Participant's printed name

Date

Name, phone number, and email address of investigators

Dwi Riyanti, Principal investigator	+628152214623	dw_riyanti@yahoo.com
Loukia K. Sarroub, Ph.D., Secondary investigator	+14024725166	lsarroub@unl.edu

APPENDIX J

INFORMED CONSENT FORM FOR FOLLOW-UP STUDY



INFORMED CONSENT FORM

Title:

Pre-service English as a Foreign Language Teachers' Identity Development

Purpose:

This research project attempts to understand how pre-service English teachers in non-English speaking countries develop their teacher identity. The outcome of this study is to inform teacher educators and other related parties involved in the process of educating pre-service teachers. The outcome may assist teacher educators and education policy makers in developing needed programs to support the development of teacher identity as part of the process of becoming English teachers. You are invited to participate in this study because you fulfill the criteria for this study in which you are enrolled in English Education program, have done a university based teaching practicum and are currently doing teaching practicum at school.

Procedures:

In the classroom settings, you will be observed on how you act as teachers when you teach your students. The investigator will audio/video tape classroom activities. Additionally, you will also be asked to respond to various research questions concerning your teacher identity development, and your teaching experience. As the main investigator, I will record and transcribe the interviews in order to analyze the responses. The interview should last no longer than an hour and will be conducted in a mutually agreed location. If needed, a follow-up interview will be conducted for no longer than 30 minutes.

Benefits:

You will have the opportunity to share your view and your experience in the process of becoming an English teacher in a confidential setting, and contribute to a better understanding of the identity development of pre-service English as Foreign Language teachers in non-English speaking countries. Your participation will contribute to the expansion of knowledge in the field of English teacher education.

Risks and/or Discomforts:

There are no known physical risks or discomforts associated with this research

Confidentiality:

Any information obtained during this study that could identify you will be kept strictly confidential. Upon your acceptance of this agreement, you will receive a unique designation identifying any data associated with you. After the investigator transcribed the interviews, she will preserve the audio/video recordings with encrypted passwords and store them in her personal computer. The printed data will be stored in a locked storage in her home, and she is the only person who can access the data. The data associated with this research will only be kept



during the study and two year after the study is complete. The information obtained in this study will be presented as aggregated data and be published in academic journals or presented at academic meetings. In the case you appear in the analysis, pseudonym will be used.

Opportunity to Ask Questions:

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Alternatively, you may contact the investigators at the phone numbers or email below. Please contact the University of Nebraska-Lincoln Institutional Review Board at 1 (402) 472-6965 to voice your concerns about the research or if you have any questions about your rights as a research participant.

Freedom to Withdraw:

Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the investigator or with your instructors or in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

Consent. Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate, having read, and understood the information presented. You will be given a copy of this consent form to keep.

Please note your consent by checking the following:

1. Yes ☐ I agree to be audio recorded during the interview.
2. Yes ☐ I agree to be observed in classroom settings
3. Yes ☐ I agree to be video-taped in classroom settings
4. Yes ☐ I agree to be audio recorded in classroom settings

Participant's Contact Information

I understand that the investigator may contact me for a follow up interview or information clarification. I may be contacted at _____

Participant's Signature and Printed Name

Research participant's printed name

Date

Name, phone number, and email address of investigators

Dwi Riyanti, Principal investigator +628152214623 dw_riyanti@yahoo.com

Loukia K. Sarroub, Ph.D., Secondary investigator +14024725166 lsarroub@unl.edu

APPENDIX K

INFORMED CONSENT FORM FOR COOPERATING TEACHERS



INFORMED CONSENT FORM FOR COOPERATING TEACHERS

Title:

Pre-service English as a Foreign Language Teachers' Identity Development

Purpose:

This research project attempts to understand how pre-service English teachers in non-English speaking countries view their roles as English teachers and develop their teacher identity. The outcome of this study is to inform other teacher educators and other related parties involved in the process of educating pre-service teachers. The outcome may assist teacher educators and education policy makers in developing needed programs to support the development of teacher identity as part of the process of becoming English teachers. You are invited to participate in this study because you fulfill the criteria for this study in which you are a cooperating teacher who works and mentors English pre-service teachers in their student teaching at schools.

Procedures:

As part of a follow up study about pre-service teachers' identity development as they learn to teach, you will also be asked to respond to various research questions concerning your perspectives about the student teaching in which you were involved. As the main investigator, I will record and transcribe the interviews in order to analyze the responses. The interview should last no longer than an hour and will be conducted in a mutually agreed location.

Benefits:

You will have the opportunity to share your view and your experience of helping student teachers in the process of becoming an English teacher in a confidential setting, and contribute to a better understanding of the identity development of pre-service English as Foreign Language teachers in non-English speaking countries. Your participation will contribute to the expansion of knowledge in the field of English teacher education.

Risks and/or Discomforts:

There are no known physical risks or discomforts associated with this research

Confidentiality:

Any information obtained during this study that could identify you will be kept strictly confidential. Upon your acceptance of this agreement, you will receive a unique designation identifying any data associated with you. After the investigator transcribed the interviews, she will preserve the audio/video recordings with encrypted passwords and store them in her personal computer. The printed data will be stored in a locked storage in her home, and she is the

only person who can access the data. The data associated with this research will only be kept during the study and two year after the study is complete. The information obtained in this study will be presented as aggregated data and be published in academic journals or presented at academic meetings. In the case you appear in the analysis, pseudonym will be used.

Opportunity to Ask Questions:

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Alternatively, you may contact the investigators at the phone numbers or email below. Please contact the University of Nebraska-Lincoln Institutional Review Board at 1 (402) 472-6965 to voice your concerns about the research or if you have any questions about your rights as a research participant.

Freedom to withdraw:

Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the investigator or your school principal, or in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

Consent. Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate, having read, and understood the information presented. You will be given a copy of this consent form to keep.

Please note your consent by checking the following statement

Yes ☐ I agree to be audio recorded during the interview.

Participant's contact information

I understand that the investigator may contact me for a follow up interview or information clarification. I may be contacted at _____

Participant's Signature and Printed Name

Research Participant's printed name

Date

Name, phone number, and email address of investigators

Dwi Riyanti, Principal investigator +628152214623 dw_riyanti@yahoo.com

Loukia K. Sarroub, Ph.D., Secondary investigator +14024725166 lsarroub@unl.edu



APPENDIX L

INFORMED CONSENT FORM FOR TEACHER EDUCATORS



INFORMED CONSENT FORM FOR TEACHER EDUCATORS

Title:

Pre-service English as a Foreign Language Teachers' Identity Development

Purpose:

This research project attempts to understand how pre-service English teachers in non-English speaking countries view their roles as English teachers and develop their teacher identity. The outcome of this study is to inform other teacher educators and other related parties involved in the process of educating pre-service teachers. The outcome may assist teacher educators and education policy makers in developing needed programs to support the development of teacher identity as part of the process of becoming English teachers. You are invited to participate in this study because you fulfill the criteria for this study in which you are a teacher educator who teaches and supervises English pre-service teachers in their teaching practicums.

Procedures:

As part of a follow up study about pre-service teachers' identity development in two teaching practicums, you will also be asked to respond to various research questions concerning your perspectives about teaching practicums in which you were involved. As the main investigator, I will record and transcribe the interviews in order to analyze the responses. The interview should last no longer than an hour and will be conducted in a mutually agreed location.

Benefits:

You will have the opportunity to share your view and your experience of helping student teachers in the process of becoming an English teacher in a confidential setting, and contribute to a better understanding of the identity development of pre-service English as Foreign Language teachers in non-English speaking countries. Your participation will contribute to the expansion of knowledge in the field of English teacher education.

Risks and/or Discomforts:

There are no known physical risks or discomforts associated with this research

Confidentiality:

Any information obtained during this study that could identify you will be kept strictly confidential. Upon your acceptance of this agreement, you will receive a unique designation identifying any data associated with you. After the investigator transcribed the interviews, she will preserve the audio/video recordings with encrypted passwords and store them in her personal computer. The printed data will be stored in a locked storage in her home, and she is the

only person who can access the data. The data associated with this research will only be kept during the study and two year after the study is complete. The information obtained in this study will be presented as aggregated data and be published in academic journals or presented at academic meetings. In the case you appear in the analysis, pseudonym will be used.

Opportunity to Ask Questions:

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. Alternatively, you may contact the investigators at the phone numbers or email below. Please contact the University of Nebraska-Lincoln Institutional Review Board at 1 (402) 472-6965 to voice your concerns about the research or if you have any questions about your rights as a research participant.

Freedom to withdraw:

Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the investigator or in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

Consent. Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate, having read, and understood the information presented. You will be given a copy of this consent form to keep.

Please note your consent by checking the following statement

Yes ☐ I agree to be audio recorded during the interview.

Participant's contact information

I understand that the investigator may contact me for a follow up interview or information clarification. I may be contacted at _____

Participant's Signature and Printed Name

Research Participant's printed name

Date

Name, phone number, and email address of investigators

Dwi Riyanti, Principal investigator +628152214623 dw_riyanti@yahoo.com

Loukia K. Sarroub, Ph.D., Secondary investigator +14024725166 lsarroub@unl.edu

